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CLASSICAL ASSOCIATION

PROCEEDINGS

1910

(VOLUME VII)

WITH RULES AND
LIST OF MEMBERS

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LONDON

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1910

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SEVENTH GENERAL MEETING, LONDON, 1909

MONDAY, JANUARY 10TH

THE first session of the Association was held in the Theatre of King's College, at 2.30 p.m., Mr. S. H. BUTCHER, M.P., in the chair.

Mr. BUTCHER.—“By the courtesy of the Principal of King's College and of his colleagues we are permitted to meet here to-day. We have very pleasant recollections of the former occasion when we were allowed to hold our General Meeting in this building.

“Our first business is the Interim Report of the Joint Committee on Grammatical Terminology. I will ask Professor SONNENSCHEIN to introduce this subject, and to move a Resolution.”

Professor SONNENSCHEIN.—“I feel it a very great privilege and honour to move this Resolution—‘That the Interim Report of the Terminology Committee be provisionally approved.’

“I hope I may be allowed, as one of the representatives of the Classical Association, to thank the other Associations represented on the Joint Committee for their co-operation in this important piece of work, as we regard it. The Report represents the work of nine meetings held between October 27th and November 6th. You will observe that it is called an Interim Report. Well, as ‘Terminological Exactitude’ is in the air at the present time, and will, I suppose, be still more so next week, perhaps I had better begin by defining what is meant by an Interim Report. We do not mean that the Report is merely of a tentative character, or that it contains mere suggestions for further consideration. Rather it represents the mature opinions of the Committee on the points which it has

had time to consider. The Interim Report is a Report with a limited scope, which deals with certain important and, indeed, fundamental questions of grammatical terminology, but which does not touch on a number of points, also important, which will have to be considered hereafter, for instance, the Moods, and the Verb-nouns and Verb-adjectives. But so far as we go, we have attempted to lay before you nothing but what has been very carefully considered. What I have just said will explain the terms of my Resolution : ‘that the Interim Report be provisionally approved’ ; only provisionally, partly because the Report is of a limited scope, and subsequent considerations may possibly react upon some of the recommendations here made, and partly also because it has to be presented to the seven other Associations represented on the Committee, some of whom are meeting during the present month, and from whom we are hoping to receive suggestions on various difficult points of terminology and classification. It would not, therefore, be desirable that any of the Associations represented should commit itself finally to approval of our Recommendations at the present stage.

“ Our hope is that this Report, and the Report which will follow as the result of further sittings during the coming year, will constitute an important measure of reform in the methods of teaching, and that it will do something to bring together in friendly co-operation the teachers of modern and of ancient languages. The result ought to be one towards which educational reform seems to be tending—a concentration of effort and a saving of time and energy. But I hope that something more than this—important as this is—may come of this movement. I mean that a well-considered scheme of terminology really involves questions of more than mere terminology, if I may use the expression : that is, that terminology is based on a certain set of grammatical conceptions and classifications, which are either right or wrong ; and that a reform in terminology ought to aim, not merely at selecting terms on which people can agree, but at selecting terms which shall be, as far as possible, in touch with sound grammatical doctrine. I personally believe that if some such scheme as this, possibly amended in detail, is adopted, it will effect a real improvement in grammatical

teaching throughout the country in all the languages concerned. If we have failed in that, we have failed in part of our aim.

“ One curious feature of the case has forced itself upon our attention : it might seem at first sight as though to deal with the grammars of five different languages at the same time was an almost impossibly difficult problem. On the contrary, our experience has been that the consideration of these different languages side by side is really a means of simplifying the problem, and that to deal with them all at one blow is the only way to deal adequately with any one of them. The grammarian is, in fact, thus saved from a certain narrowness of view into which he almost inevitably falls, if he considers the phenomena of one language apart from those of the others which are akin to it.

“ As matters stand, grammatical terminology has got into a muddle, or, at any rate, into such a state of inexactitude and vagueness that it is really little more than sound and fury, signifying nothing. I expect that all students of language have had the experience in reading some new-fangled rule, that it conveys no meaning to the mind. They turn to the example at the end and then they begin to see what it is all about. Then they say, ‘ Oh ! that is what the writer means by an **Attribute** (for instance), something that I have been accustomed to call a **Complement**, or a **Predicative Adjective**.’ Grammar was simpler in the old days, say thirty or forty years ago. I do not think that when we started on our work we had any particular idea that we were meeting a need of the old Universities, or of any University. But as a matter of fact I am informed that, whereas in the old days the terminology of the Public School Primer was generally accepted, and the University lecturer knew where he was, at the present day the lecturer does not know where he is. And the same sort of thing that has been taking place in regard to the terminology of Latin has been taking place in regard to the terminology of all the other languages, and in all the countries in which they have been taught. The result is a plethora of terms more or less covering the same ground, and to a large extent inconsistent with one another : and the very excellence of some of the newer grammarians, their individuality of view, and the passionate fervour of their convictions, has led, in fact, to an intensification of the evil.

To take a very simple illustration : the terms used to denote the Adjective in its two uses, (i) a *good* man, (ii) the man is *good*. This is a distinction which is grammatically very important, if only because in the second usage the Adjective is uninflected in some languages (*e.g.* German), and in Greek would not take the Article. Well, in the French class-room a boy learns to call the Adjective in this use an *Attribute*. But unfortunately, this is precisely the term which is used in the teaching of English and German and the classical languages to denote the other use of the Adjective. Now, supposing a boy to go straight from the French class-room to the German, and thence to the Greek class-room, and to be told that the Attribute in German is inflected, and that in Greek it may be preceded by the Article, he would, if the French Master has produced any effect upon his mind, infer exactly the opposite from what is intended. He can hardly be expected to rise to the height of idealism which was expected by a well-known Oxford lecturer, who is reported to have said at the end of a lecture on some abstruse point of theology, ‘Of course you will understand that when I say *St. Paul* I mean *Aristotle*, and when I say *Aristotle* I generally mean *St. Paul*.’

“I am aware that we are asking teachers to pass a self-denying ordinance for the sake of their pupils. I recognise the difficulty felt by a certain important section of teachers of modern languages, who follow what is called the direct method. This method involves the employment of French and German grammatical terms ; for the teachers of this school consider it an essential element in grasping the spirit of a foreign language that the grammatical features of it should be described in terms of that language. Well, I do not feel competent to decide the question whether all grammatical instruction should be given in the mother tongue. I think something might be said in favour of that point of view ; but in any case I cannot admit that we are face to face with any insuperable difficulty. All that is necessary is to get rid of the superstition, as I venture to call it, that the traditional French and German terms are the only possible ones, or necessarily the best. We have had a beautiful object-lesson on this point lately. Hitherto French teachers have pinned their faith with a fervour of religious

conviction to the terms ‘Passé Défini’ and ‘Passé Indéfini,’ but now we learn through M. Brunot that the recent French Commission on Grammar has rejected these terms as too obscure for use (see Interim Report, p. 16¹). In fact, to the French boys and girls of the future these terms will be things of the past in a sense which was never intended when the terms were invented ; and I think that a good many teachers will be inclined to say with me, ‘Thank God.’ I have been waging war upon ‘Passé Défini’ and ‘Passé Indéfini’ for about twenty years. M. Brunot’s words are exceedingly interesting ; ‘So long as *je chantai* and *j’ai chanté* were called respectively ‘passé défini’ and ‘passé indéfini,’ neither teachers nor pupils had any great chance of understanding ; for these terms are so obscure that the grammarians of the 18th and even of the 17th century often made an absolutely contrary use of them to that which has been adopted since.’ In other words the ‘Passé Défini’ and ‘Passé Indéfini’ changed names in the course of the period indicated.

“ Well now, what conceivable injury can it do to the pupil, who has to imbibe the spirit of the French language by means of grammatical terminology, to call one of these tenses ‘Passé Historique,’ and the other ‘Parfait’ ? I do not believe that any Direct Methodist would claim that any real advantage would be gained by adhering to the traditional terms, which will very shortly, I believe, be regarded in France as old-fashioned merely.

“ While I am speaking about the Tenses, to which we have given a great deal of attention, I may perhaps be allowed for a moment to illustrate the simplicity that comes from the scheme which we have proposed. On page 14² you will see the terms suggested for English : ‘Present,’ ‘Future,’ ‘Past,’ ‘Present Perfect,’ ‘Future Perfect,’ ‘Past Perfect’ (I will leave out the Future in the past for the moment). I think a child could understand that perfectly well. Then supposing that the pupil proceeds to study French, which is very often taken as the first foreign language at the present day, he will find it easy to adjust himself to our French scheme : the chief difference is that, corresponding to the English ‘Past,’ which is of vague meaning, there are two tenses in French. Now the relation of

¹ See p. 135 of this volume.

² p. 133.

those two to one another seems fairly well described by adding to 'Past' the term 'Continuous' or 'Imperfect' in the one case, and the term 'Historic' in the other; we therefore call the one tense the 'Past Continuous' and the other the 'Past Historic.' The other tenses in French are just the same as in English, except that we have called *j'ai écrit* not 'Present Perfect,' but 'Perfect' ('Parfait') simply, thereby recognising the frequent use of that tense as the equivalent of a 'Past Historic'; whereas in English *I have written* is never used otherwise than strictly as a 'Present Perfect.' The corresponding French tense gets a slightly different name because it has a rather wider use than the English *I have written*.

"Now suppose the pupil goes on to study Latin; all that he has to learn is that Latin has not two separate forms for the 'Past Historic' and the 'Perfect' of French, but a single form (*scripsi*), which has a double use, and for which we adopt the traditional name of 'Perfect'—the same name as we employ in French for the tense which has the same double function. It seemed to us that no more terms are necessary till the pupil comes to learn Greek; and I believe that these terms will do all the work that is required of them, and that they have the advantage of indicating in a straightforward and simple manner both the similarities and the differences between the tenses of the languages concerned—and the differences are as important as the similarities.

"I think I have almost said enough; but I should like just to mention that we are not at the end of the possibilities of the situation. It was no part of the business of the Terminology Committee to propound a scheme of terminology for the use of all the nations of Europe. We did not start with that intention, and we have carefully limited ourselves to our proper function. But at the same time the Committee has received most gratifying indications of a hope that the present movement may possibly lead to something like an *entente grammaticale* between the nations chiefly concerned. Should this come about, the result may be that the ground will be completely cut from underneath the feet of any teachers in this country who cling to terms like 'Passé Défini' and 'Passé Indéfini.' It would, however, be premature to assume that the movement towards

a common European terminology will be crowned with success ; difficulties are sure to arise. But even if some limited agreement could be achieved, it would be a result worth taking some trouble to secure. And even if this larger international effect should not follow at all, the Committee will be content if it succeeds in its original and proper purpose—that of providing a common grammatical system for use in this country, whereby the teachers of ancient and of modern languages shall be brought into touch, to their great mutual advantage, and to the still greater advantage of their pupils.”

Mr. W. G. RUSHBROOKE, in seconding the Resolution, referred to the many protracted sessions that had been devoted by the Committee to the discussion of matters that took up very little space in the Report, and to the great efforts that had been made to arrive at a workable compromise where opinion had been sharply divided. He illustrated from his own experience the difficulty created by the varying use of the terms ‘Compound’ and ‘Complex sentences,’ and congratulated the Committee upon abolishing one of them.

He concluded a brief speech by pointing out that the recommendation to employ the classical names of the cases—Nominative, Genitive, Dative, etc.—in English parsing was proposed, not by the Classical representatives, but by those who represented the modern languages.

Mr. R. C. SEATON.—“On the whole, I am in agreement with this Report ; but I notice what appears to me a certain inconsistency. Far be it from me to say that there is a real inconsistency. I speak of section v. Here we have ‘two Objects’ referred to, and then in section vi. the term ‘Adverbial Qualification’ is used. This term is applied to what we generally call an ‘Indirect Object’ ; for instance, ‘I sent a letter to my friend.’ Then in section vii. the Report says, ‘That, as no special name is needed in analysis to describe the particular kind of Adverbial Qualification often called the Indirect Object, this term be discarded.’ I do not agree with that entirely ; but, of course, I see what is meant. But it seems to me, if you look at the matter in a broad way, you must either say that both Objects, the Direct and the Indirect, are Adverbial, or you must say that they are both Objects, but of a different kind, for you

cannot have two Objects of the same kind. When you use a verb like 'send' or 'give,' you must have two objects in order to complete the sentence. If you say, 'I send a letter,' the question arises, To whom do I send it? and the answer to that question is the completion of the Predicate. It is not, except in a broad sense, of the nature of an Adverb. However, there is nothing inconsistent in that; but when we come to section xvii. we find it suggested 'That the terms "Objective," "Possessive," and "Nominative of Address" as names of Cases in English be discarded, and that so far as possible the Latin names of the Cases be used.' Instead, then, of 'Objective' the two terms 'Dative' and 'Accusative' should be used, and at the bottom of the page¹ some examples are given: 'I brought him here,' 'I brought him a present.' In 'I brought him a present,' two Cases are used, the Dative (Indirect Object), and the Accusative (Direct Object). In this sentence, then, two Objects are admitted; it is not suggested that 'him' is an Adverbial Qualification. Yet in section vi. we have the example 'I sent a letter to my friend,' which is the same as 'I sent my friend a letter.' I cannot imagine that those who drew up this Preliminary Report would suggest that 'I give him a book' is different from 'I give a book to him,' or 'I teach him grammar' from 'I teach grammar to him.' Therefore, although I do not say that there is necessarily any inconsistency, it is really suggested in section xvii. that the Dative Case (Indirect Object) is something different from what it is in section vi. where it is called 'Adverbial Qualification.' I daresay this is only a question of language in the Report, but I think it is a point to which attention should be drawn."

Rev. Canon A. SLOMAN.—"I was intending to speak on the same point, only from a slightly different point of view. In section vii. the example given is, 'Amico meo epistulam misi'; and you are referred to Section vi. where you have in English 'I sent a letter to my friend.' Now, a school-boy, at any rate, would understand that one was intended to be a translation of the other. But the school-boy would not be right if he were to act upon that supposition, because the ordinary Latin for 'I sent a letter to my friend' is not 'meo amico,' but 'ad meum

¹ See p. 131.

amicum,' the construction of the Dative after 'mitto' being extremely rare. Where it does occur it simply comes in such passages as one or two of the letters of Cicero, where he is querulously complaining that his friends have not sent a letter for him. As far as I know this is the only context in which we find it in classical prose. There is a case often quoted in Virgil which, of course, is well known to you, 'iuvenum primos tot miserit Orcus?' But it is much more probable, I think, that even here Virgil personifies Orcus, and that the true meaning is, 'sent as victims for Orcus.' There can be little doubt that if you do have a Dative after 'mitto' it is because the context shows that such dative is what we have been accustomed to call the Dative of Advantage. Now, to tell the school-boy that a Dative of Advantage is the same thing as an Adverbial Qualification, such as 'going to London,' or 'sending a letter to London,' is, I venture to think, to put before him under the same term things that are essentially different, and it would run a great risk of creating confusion in his mind; so that school-masters might find their pupils writing 'ibat Londinio,' and defending it by the example here given. I therefore quite agree with the gentleman who spoke just now, and would like to move 'That Paragraph vii. be referred back to the Committee for further consideration.' All these things, we know, are extremely difficult; and we owe the greatest possible debt of gratitude to the Committee for the time and the care that the Members have taken in drawing up this Report; and it would be assuming them to be infallible if in a task of so great complexity there were no points open to criticism, and I hope that nothing I have said will for one moment lead them to suppose that I for one, at any rate, am not most grateful to them for the care and scholarship displayed; but I would like to see that particular point reconsidered."

Mr. R. C. SEATON seconded the Amendment.

Dr. DAWES.—"It seems to me also, that the term 'Adverbial Qualification' used here would be difficult to teachers and pupils, for it takes too much in for an adverbial qualification to include what we have all learnt as the Indirect Object.

"Section v. says: 'That the term "Object" be used to denote the Noun or Noun-equivalent governed by a verb.' I would

suggest that here we should retain the term *Direct Object*; but *Direct Object* is not wanted, according to the view of the Committee, because they do away with the *Indirect Object*, ‘*Complément Indirect*,’ as the French would say, and bring all expressions that qualify the Verb under the term ‘*Adverbial Qualification*,’ including what we have hitherto called the *Indirect Object*.

“Also, I think it would be better to retain the second, or *Indirect Object*, because afterwards we speak of retaining the *Dative case*—and the *Dative case* is the *Indirect Object*.

“Section vi. might then be altered in this way: ‘That the term *Adverbial Qualification* be used to denote the adverbial part of the Predicate, qualifying the verb, which is neither the *Direct* or *Indirect Object*, nor a Predicative Noun, Adjective or Pronoun’—and then we should have to reject No. vii. To discard the *Indirect Object* (or *Dative case*), would cause a difficulty, I think, in French and German, and render the analysis of a sentence more obscure for learners, especially as, according to No. xvii., the Latin names of the Cases are to be retained.”

Professor CONWAY.—“It is not for me to refer to this matter; but perhaps I might explain that the reason which led us to recommend what we have done is that the united intellect of the Committee proved unable to form a definition of a *Direct* or *Indirect Object*.”

Mr. WILLIS (retired Inspector of Schools) said that after thirty-five years’ experience in questioning on Grammar in elementary schools, he had conceived the hope that this Committee would take the bull by the horns and by a somewhat radical step do away with Analytical Grammar, reverting to the synthetical¹ methods of old days. The last speaker had admitted that there were points in analytical terminology on which even this extraordinarily able Committee had been puzzled; and his own belief was that analytical grammar, so far from clearing thought, often obscured it. This arose, first, from the application of two systems of terminology to the same subject-matter; and secondly, from the cross-divisions and cross-references from one to the other, which perplexed boys. There are terms

¹ By synthesis is here meant the building-up of sentences according to the rules of Grammar: in short, Composition, to use its Latin equivalent.

that are useless ; others that are ambiguous. The very words ‘Subject,’ ‘Object,’ and ‘Predicate’ convey to the uninitiated a false meaning, if they are understood at all ; the ancient names of Nominative, Accusative, and Verb could be equally well taught, and at any rate would not be misleading.

The CHAIRMAN.—Personally I must confess that I have serious doubts as to the use of the term *Adverbial Qualification* to denote that part of the Predicate which is here under discussion. If in the sentence ‘I sent a letter to my friend’ the words ‘to my friend’ are an ‘Adverbial Qualification,’ might you not equally well extend this term to cover the uses of all the cases ? The Accusative of the Object in such examples as ‘He asked me many questions,’ ‘He taught me the German language,’ might also be taken as an Adverbial Accusative, qualifying or defining the action of the Verb. The wide use of the Accusative in Homer as a defining or limiting case is illustrative of this fact, and other cases may similarly be brought under the adverbial category. But we seem to need something more distinctive to describe the ‘Indirect Object’ which has been here discarded in favour of this vague and comprehensive term. On reading this part of the Report I was somewhat taken aback, and felt I should like to hear from the Committee what it was that induced them to get rid entirely of the ‘Indirect Object.’”

Miss F. M. PURDIE.—“I believe I am responsible for the suggestion, and therefore will take up the defence. My chief reason was a desire for simplification. I have always found in teaching that it is a good plan to reduce the sentence to what I regard as the four bare elements—the Subject, the Verb, the Object or Objects (I mean Direct Object or Objects), and everything Adverbial. It seems to me that Mr. Butcher is right in speaking of all oblique cases as being able to be used as Adverbial Qualifications. I should so regard them in certain uses. I think we must bear in mind that there are two departments of grammar. There is analysis, and there is accidence ; and so there is no reason whatever against classifying everything which is adverbial as Adverbial Qualification ; and then if it is convenient in dealing with Accidence to say this is the Dative Case, this is the Dative of Advantage, this is the Accusative of

Measurement or whatever it may be, we can still do so. ‘I sent a letter to my friend,’ ‘I sent a letter to London.’ The fact that we say ‘to my friend,’ and ‘to London’ seems to me to prove that ‘to London’ as an Adverbial Qualification of place stands on the same footing as ‘to my friend,’ which you may call Adverbial Qualification of place, only with perhaps a slightly different tinge. It is really for the sake of getting everything in analysis down to Subject, Verb, Direct Object or Objects, and Adverbial Qualification, that I advocate the abolition of ‘Indirect Object’ as unnecessary.”

Mr. F. E. THOMPSON.—“I do not intend to discuss this question, which was discussed at considerable length in the Committee. But we have come here for the express purpose of receiving suggestions. I do not think I shall be betraying any confidence of the Committee if I say that this was one point which did create great difference of opinion, and not all were convinced of the wisdom of what is here set down in the Report. I consider that a case has been made out for carrying this Amendment, that is to say that it should be referred back to the Committee. It seems to me that it would be discourteous not to do so, and that a case has been made out clearly for consideration, and I cannot conceive our highly respected and courteous Chairman offering any objection to the carrying of this Amendment.”

Professor SONNENSCHEIN.—“I have not the slightest objection to the carrying of this Amendment. Personally it seems to me that this difficulty can only be settled to a certain extent arbitrarily; that is to say, you have to draw the line for practical purposes somewhere, between the Adverbial Qualification and the Object; and exactly the point at which you draw it seems to me largely a question of practical convenience.”

The Amendment was then put to the meeting and carried.

Miss ALFORD.—“I wish to propose that the note at the top of page 6¹ be considered somewhat in the same way. It is there stated, ‘The term “Apposition” is here discarded as unnecessary.’ But I observe that on page 21, in the last line but one,² the term ‘Apposition’ is used; and I at least should find it very difficult to express the thing that is there expressed without using it.”

¹ See p. 125

² See p. 139.

Mr. F. E. THOMPSON.—“ May a Member of the Committee second that? All these proposed rules are provisional; and it was only on that distinct understanding that we put our names to the Report. ‘Apposition’ of course comes under the head of Attribution, but it is distinct from it. My special desire to retain the term is that it is most useful in explaining several well-known constructions in Greek syntax.”

The Amendment was then put to the Meeting and carried.

Mr. WINBOLT.—“ I have been trying to think out an alternative word for the Bare Subject. You might just as appropriately call it a Bald Subject. The only real antithesis to ‘complete’ seems ‘incomplete.’ But possibly the best working arrangement would be to call the one the Subject without any epithet at all, or if you wish it the Mere Subject or even Simple Subject, and the other the Complete Subject. But I am not quite satisfied with the word ‘Bare’; it does not seem to me a good grammatical term. To focus a discussion I would move as an Amendment—‘ That the word “Subject” without epithet at all should be used for “Bare Subject,” as opposed to Complete Subject.’ The antithesis would then be the Subject and the Complete Subject.”

Mr. W. G. RUSHBROOK seconded the Amendment.

Professor CONWAY.—“ May we not be sacrificing a good many hours of work without giving the point quite so much consideration as it deserves? Have we not, and do we not really need three separate things; a term which covers both kinds of Subject, and two terms for the two kinds which are distinct? I am not sure that Mr. Winbolt would like ‘naked Subject.’ If he has any such suggestion to make, we shall listen to him carefully. But I do not think it is a small matter to call by the same name (of Subject) both the Noun alone, even where it has a limitation (as in *Some men say this*), and the total phrase (Noun and Adjective combined, *Some men*). Logically the Committee is right—that the term ‘Subject’ is correctly used for covering both categories.”

Professor RIDGEWAY.—“ There is no force in using the word ‘Complete’ unless another word is used such as ‘Incomplete,’ or ‘Bare’ or ‘Bald.’ ”

Professor SONNENSCHEIN.—“ Another proposal considered by

us was the use of the term ‘Subject-word.’ I believe in German that it is very often called ‘Subjektswort.’ I think the term ‘Bare Subject’ is better; but personally I should have no objection to the other one.”

Dr. DAWES.—“That means that in French we shall have to use the expression ‘sujet nu.’ And in German it would not be much better.”

The CHAIRMAN.—“I am inclined to think that the form of the Amendment would not do as it stands. Professor Conway’s answer seems decisive, that you cannot have the word ‘Subject’ in two different senses here. If Mr. Winbolt would alter his Amendment and refer it back to the Committee, it might be taken into consideration again.”

The Meeting agreeing to this, the matter was referred back to the Committee.

Mr. WINBOLT.—“In regard to Section xxv. on page 14,¹ the name of the fourth Tense, the Future in the Past, I have consulted eight modern English Grammars, and I find no recognition of this Tense. Further, I have not hitherto in teaching grammar had any occasion to use this name for a Tense. However, I am really only asking for information. I know nothing of Professor Brunot and the French Commission mentioned on page 16.² But I would ask: Is there any real need for this as an Indicative Mood Tense? I ask: Is it meant that this Future in the Past is possible only in a subordinate clause, such as clauses of indirect statement? And my second question is: What would be the grammatical description of the apodosis tense in this, ‘He would write, if he had a chance’; or ‘He would have written, if he had had a chance.’ To me this Tense, I must confess, is an innovation; and I would rather like to know whether it is necessary to have another Tense.”

Professor SONNENSCHEIN.—“We think we have made a great improvement by recognising as a Tense what I suppose Mr. Winbolt has been in the habit of calling a Mood. We have not yet discussed its nomenclature when it forms the principal clause of a conditional sentence.”

Mr. WINBOLT.—“I would be inclined to call it the Subjunctive Mood; but I am not quite sure.”

¹ See p. 133.

² See p. 135.

Professor SONNENSCHEIN.—“ As a matter of history it is a point difficult to answer. We have consulted some of the best authorities in the country as to whether the verb *would* in the sentence ‘ He would write if he could ’ is historically a Subjunctive. I believe there is some evidence in old English for so regarding it. But the question is not so easy to settle in English as in German for instance, where the corresponding word *würde* is obviously a Subjunctive.

“ As to the limitation of use of the term ‘ Future in the Past,’ we have not been perfectly explicit here. The question of the *mood* is a matter of no great practical importance in English. It is when you come to French that the convenience and the necessity of some such term are very clear. ‘ Future in the Past ’ is our substitute for the old ‘ Conditional,’ which was regarded as a Mood. Now there are great objections to a Conditional Mood in modern languages only. First of all, the meaning is sometimes not ‘ conditional ’ at all, e.g. *Je savais qu'il écrirait*. Then again, the pupil necessarily asks, ‘ Why do you speak of a Conditional Mood in French when you have no Conditional Mood in Latin or in Greek ? ’ If the answer is ‘ Because there is a separate *form* in French,’ then I reply triumphantly that that separate French form is an Indicative, and nothing but an Indicative ; the French historical grammarian will tell you without hesitation that *écrirait* is simply *scribere habebat*. It is, in fact, a form compounded of a past tense of the Indicative and an Infinitive, and precisely parallel to the Future *écrira* (the future of the present), which is compounded of *scribere* and *habet*. So that from the historical point of view *écrirait* is simply a tense of the Indicative, capable of being used in the principal clause of a Conditional sentence, exactly as the Greek Past Imperfect Indicative is, except that it is not accompanied by any particle like *ἄν*. What is to prevent our recognising the similarity in form between French and Greek in the construction of these conditional sentences ? In both languages an Indicative Mood is used in both the subordinate and the principal clause—but of course with a special meaning in both cases : compare *s'il pouvait*, *il écrirait*, with *εἰ ἐδύνατο*, *ἔγραφεν* *ἄν*. No one thinks of calling *ἔγραφεν* *ἄν* a ‘ Conditional Mood ’ ; we are content to recognise in this combination

an Indicative, which assumes a special meaning ('he would write') in combination with the particle *av*, which probably means literally 'in that case' or 'under certain circumstances.' The idea of futurity which is conveyed in Greek by the *av* is expressed in French by the last part of the compound *écrirait*—'he *had to write*,' which is a sort of future of necessity. I do not regard a 'Conditional Mood' as anything more than a *pis aller*."

Miss F. M. PURDIE.—"May I for the sake of fairness offer a word of explanation. This question has come up now three times. It came before the Association of Assistant Mistresses on Saturday, and before the Modern Languages Association at Cambridge, and now again before the Classical Association. It does not seem to be realised that the Committee have confined themselves to the Indicative; that all instances referring to Conditional Sentences have been absolutely excluded from that part of the Report."

Mr. R. C. SEATON.—"How would you deal with the word 'would' when it is frequentative?—'He would write whenever he came to London.' That is not exactly Future in the Past."

Professor SONNENSCHEIN.—"Is not 'he would write' in that sense (= 'he was in the habit of writing') simply 'he *was sure to write*'—an expression of determined futurity in the past? I have explained what I mean by 'determined futurity' in my pamphlet on the Unity of the Latin Subjunctive, which will shortly be published. An expression of what was *bound to happen* would naturally pass into an expression of past habit. We have a similar use in present time, e.g. 'When you bisect an angle of an equilateral triangle, the line if produced *will bisect the opposite side*'; i.e. *is sure to* bisect it. In a sentence like 'He *will sit* by the fire musing for hours,' this expression amounts to an expression of present habit."

Mr. WINBOLT.—"As far as English is concerned I find it difficult to see the significance of the term 'Future in the Past' as applied to this sentence: 'I would abolish this Tense, if I had my way.' I cannot see any 'Future in the Past' in connection with the phrase: 'I would abolish this Tense if I could.' On the whole it seems to me that the country is not yet prepared for such a momentous change of policy as that involved in the Future in the Past."

Mr. POOLEY (late Member of the Board of Education).—

"Perhaps we had better wait until we get the Report of the Subjunctive Mood and other Moods; for the Report here is limited to the Tenses of the Indicative. It seems to me that this point had better be regarded as provisional until we come to consider the other Moods."

The CHAIRMAN.—"I think the last suggestion is a wise one. I may say that the same difficulty occurred to myself, nor did I see, at first, how to get over it. On consideration, the objection appeared to be met by noting the words—'That the following scheme of names of Tenses of *the Indicative* be adopted.' That is to say, here we are dealing with the Indicative only: and in respect of that mood the term 'Future in the Past' is an admirable one to denote 'would' in Indirect Speech. On the other hand, in such a sentence as 'He would write if he had materials,' the 'Future in the Past' becomes, to my mind, ridiculous. Historically it may be true that we can trace this Conditional use back to a development of the 'Future in the Past,' but, whatever be its origin, it is not, in actual usage, a 'Future in the past.' If you ask what it is, well, I can only say I do not know;—except thus much, that grammatically it is equivalent to a Subjunctive, though in origin it may be a 'Future in the Past.' However, as the Report, up to this point is dealing only with the Indicative, I am prepared to reserve my judgment, until Conditional sentences are dealt with."

Mr. STORR.—"I rise reluctantly because the Chairman told us that the Report was only tentative, and that we must not throw too much back into the melting-pot. I feel, too, like a fool rushing in, or at any rate a layman propounding offhand what experts have taken hours in considering. But the debate has shown us that the Committee, even without any resolution from us, will be bound, when coming to the question of Moods, to reconsider their treatment of the Tenses. And there are one or two points which struck me in which this Report may certainly be improved. For instance, the retention of 'Aorist' in Greek. We were told that many things were compromises, and I cannot help thinking that this was one of them. 'Past Definite' or 'Past Indefinite' are condemned as absolutely indefensible in French; and I do not see how you can defend 'Aorist' in Greek. Then as to the nomenclature of the Tenses,

it does not seem to me consistent : that is to say, you have a simple form for some of the Tenses, and a compound form for other Tenses. For instance, *He wrote* is 'Past' in English ; in French *il écrivit* is 'Past Historic' ; and *scripsit* in Latin is 'Perfect.' Names of tenses must be more or less conventional labels, and can rarely express the full and exact force of the tense. Thus *I write* in English is labelled 'Present,' but you have to rack your brains to find an instance where 'Present' is the dominant note. I am old-fashioned ; and it seems to me there is a very great deal to be said for the simple old-fashioned division of Mason's Grammar—three into three, Past, Present, Future ; Indefinite, Imperfect, and Perfect. And I feel that to give forms peculiar to English and invent particular names for them is undesirable. You will have the difficulty, of course, over again when you come to the Conditional.

" My main point is, that there should be a little more consistency, and a little more give and take in the names of the Tenses in order to bring still further the five different languages which are treated into agreement."

Mr. GARNSEY.—" I will vote against the Amendment. It is unnecessary, as the matter will probably be reconsidered in any event. It seems to me that the term 'Future in the Past' is not more paradoxical than the term 'Future Perfect.' The words, however, are more likely to stimulate inquiry on the part of the student. 'Future Perfect' is to him a technical term, to be accepted on authority. He will want to know what 'Future in the Past' means, and so will accept it only on understanding. The words Present, Past, and Future make an immediate appeal to a pupil's intelligence. He knows the meaning independently of their use in grammar, but terms like 'Future Perfect,' or 'Pluperfect' stand on quite another footing. I think that this new expression, 'Future in the Past,' may turn out to be a useful invention."

Mr. W. G. RUSHBROOKE regarded the name 'Future in the Past' as paradoxical enough to stimulate thought, and at the same time as simple enough to admit of easy explanation. " 'Will,'" he said, " is so essentially a matter of the future that it is used as the sign of the future whenever a future action is to be spoken of. 'Would' is the past tense of 'will,' and

therefore denotes futurity expressed at a past time, or a *Future in the Past*. And this is so whether it is frequency (as ‘He would sit there whenever he came’) or determination (as ‘He would sit there though I tried to prevent him’) on which the emphasis is laid.

“The question of conditional sentences has not yet been dealt with.”

Mr. DINGWALL.—“I do not myself think that this is such a simple term as the two last speakers would have us think. The specimens they gave were certainly carefully chosen. The term does apply fairly well to the sentence taken in connection with ‘He thought’ [in the past] ‘that he would write’ [in the future]. But in the examples mentioned by Mr. Winbolt I do not think it applies at all. For instance, in the sentence, ‘I would abolish this term *now in the present* if I could,’ there is no connotation of past time, and not very much idea of future time; it is a very close future at all events. I do not see any past notion about it at all, and it seems to me rather cowardly to suggest that the difficulty as to Mood can be got over simply by calling it the ‘Future in the Past,’ and omitting to mention any Mood at all.”

Professor SONNENSCHEIN.—“It should be borne in mind that you cannot expect the names of *forms* in any language to do more work than they are qualified to do. In all languages forms come to express very various shades of meaning; and in these conditional sentences one of the curious points of difficulty is that forms which properly denote futurity from a past point of view (*e.g.* ἔγραφεν ἂν or *scriberet*) have come to be used to express futurity from the present point of view. That is the result of a development. One must always bear in mind the distinction between what we call ‘accidence,’ and what we call ‘syntax’; and the names here offered are names of *forms*—matters of accidence. Similarly, I do not regard the term ‘Dative’ as anything more than a name of a *form*, which may have various *functions*. We can only name forms according to their most prominent function in the light of historic grammar. So I was surprised when it was suggested just now that a clause like ‘if he could’ (*εἰ ἐδύνατο, s'il pouvait*) should be said to contain a ‘Present tense.’ No, it contains a Past tense, but that Past tense is here used with reference to present time.”

Miss ALFORD.—“ I just wish to say that I do not see why we should not be satisfied with this ‘ Future in the Past ’ in the Indicative, knowing as we do that the whole subject will have to be considered again when the Subjunctive and Conditional sentences come before the Committee. We agree that in some sentences, such as, for instance, ‘ I thought he would write,’ we have a Future from the Past point of view, even supposing we may wholly disagree as to whether we have or have not the same thing when we say, ‘ I would write if I could.’ If there is one use, at all events, of ‘ would write ’ that is fitly described as the Future from the Past point of view in the Indicative, why not have that name among the tenses of the Indicative, and treat the other uses when we come to them ? ”

Dr. DAWES.—“ I think that Professor Sonnenschein has almost solved the difficulty, and that a good case has been made out, by those who like the old *Conditional*, for its being retained.”

Professor CONWAY.—“ Here again it seems to me that this is a solid piece of work that the Committee has achieved, and I say that with the more candour because it was an entirely new term to me. It was something which we learnt from that distinguished and leading member of our Committee, Miss Edith Hastings. It seems to me we must all feel a certain difficulty in discussing English Grammar in the Classical Association ; and this problem is one mainly of English and French Grammar. The term *Future in the Past* is not new, for it was introduced by the French reformers ; and it may be regarded as an orthodox term in the French Grammar. Miss Hastings has had long experience in French teaching, and she says it is of great importance. Dr. Dawes has spoken of the Conditional. In English if a speaker says ‘ will do it,’ the reporter writes ‘ would do it,’ and you have the same thing in French. To call that a Conditional use in French is not true ; it is not Conditional, and that is one reason why this perfectly true and, as I think, admirable term, ‘ Future in the Past,’ is suggested.

“ As to the Conditional sentences—*I would write if I could* ; *I would have written if I had had the chance*, you can say in Latin not merely *scriberem* but *scripturus eram*, and there the Latin has exactly the same use as English. The English, to express

this subtle shade of meaning, has availed itself of the phrase which properly expresses past intention. You could say, 'I wanted to write, but So and So stops me,' and *would* originally only meant 'wanted to.'

"With regard to the bugbear of Mood, we had the advantage of Dr. Henry Bradley's presence at the Committee, and if there is anything in the history of the English language which Dr. Bradley says that he does not know, well, it is probably not known to us. Dr. Bradley said he could not say of *would* in English in what circumstances it was Subjunctive and in what circumstances Indicative. To have a term which saves people from asking 'Is it Indicative?' or 'Is it Subjunctive?' is an advantage, and I hope the Association will not do anything to rob the children of that advantage."

The Amendment or Motion, moved by Mr. Storr, seconded by Mr. Winbolt, that the section relating to Tenses be referred back to the Committee, was then put to the Meeting and rejected by a large majority.

The CHAIRMAN.—"Of course this matter will again come before the Committee in dealing with Moods. We have not yet heard the end of this word 'would.' "

A Member echoed—"We are not yet out of the 'would'!"

A MEMBER.—"A question which was raised in Committee as to the ordinary divisions of the parts of speech, it seems to me, might be here raised again. The functions of the Noun and the Pronoun in a sentence are the same. I find in explaining grammar to small boys it is difficult to distinguish between the two. One wants a common word. Pronouns may be of half a dozen classes, and there is as wide a difference between a Proper Noun and a Common Noun as between a Common Noun and a Pronoun. In teaching boys we do not want to be bothered with distinctions between these things, and it would be desirable to have a common name for the whole class."

The Rev. W. C. COMPTON supported the last speaker in regard to the point he had raised. He agreed that one term was enough; and therefore proposed that the point should be referred back to the Committee.

The proposal "that Section xiii. should be reconsidered by the Committee" was put to the Meeting and lost.

MONDAY AFTERNOON.

After an adjournment for tea the Association met again at 4.30 p.m., when the Report of the Journals Committee was presented.

Professor CONWAY.—“ I think I may assume that the Members of the Association have received along with their notices an Official Statement on behalf of the now constituted Classical Journals Board announcing the fact that the *Classical Quarterly* and the *Classical Review* have become the property of the Classical Association. If time permitted I might tell you an amusing story of our experience in carrying through the bargain (which was made last July) soon enough to enable the Board to enter upon its duties this year. But I think that the chief point is in the simple statement that the Association has acquired a property which is of vital importance to the well-being of classical studies and which will now be directed with the single purpose of forwarding those studies. Other bodies, such as the Pathological Society and the Chemical Society, have acquired the Journals of their subjects, and have found great reason for satisfaction. They have found that economies and improvements can be effected because those in charge are no longer working for any private profit, but for the interest of the subject. The matter arose out of an application to the Council of the Classical Association from the Editor to help with a subsidy towards the guarantee asked by the publisher for part of the expense of the *Classical Quarterly*. The Finance Committee of the Council replied that they did not see their way to subscribing to Journals which were privately owned ; but if they had partial or complete control the matter would receive their consideration. The result was a conference between representatives of the Council and of the Philological Societies of Oxford and Cambridge, which met five or six times and drew up a complete scheme for the future management of the Journals. We were, of course, happy to secure from the beginning the sympathy of the distinguished Editors of the two journals, Professor Postgate and Dr. Rouse.

“ The commercial result we have attained is briefly this—

that the Association through the help of some of its friends—our Chairman led the way with the generous donation of £20—acquired a property which is worth from £150 to £200 a year, for nothing, indeed for less than nothing! It has not been done without a good deal of hard labour. We have paid the former Proprietor of the Journals a sum which he himself in the first instance gladly accepted. But still I may roughly say that all the Association has been called upon to do has been to take £150 from one pocket and transfer it to another. The Treasurer handed over this money to our Board, and not only has it not suffered in the process, but it has added to itself other £20 and the whole is at this moment earning interest. We hope that this state of things will continue and that the Classical Journals Board will be able to realise a substantial profit year by year.

“I ought not to pass from that side of the matter without mentioning the names of some of the more distinguished friends of Classical studies who have helped us by subscriptions. I have mentioned our Chairman. Amongst others I might mention our Past President the Prime Minister, Lord Collins, Lord Halsbury, Lord Curzon, our present President Lord Cromer; our Vice-Presidents, Lord Loreburn, Sir Walter Phillimore, and Sir Robert Finlay. Perhaps you will forgive me for saying that the first subscription paid into the Fund came from a Manchester banker who in his day was a Classical student, and who still has a warm affection for Classics, Sir Edward Donner. Contributions have also come from two distinguished members of the Medical Profession, Dr. Steele of Florence and Dr. Huggard of Davos Platz.”

“The first act of the Board was to ask the two existing Editors, Professor Postgate and Dr. Rouse, to continue to edit the Journals in their present form for the time being. Then we have been able to double the charge made for advertisements; it came about in a very natural and unintentional way. We understood that the charge for advertisements was so much per page; our new publisher, Mr. John Murray, was therefore instructed to make that charge. But it was soon found that several of the largest and most important advertisers had been in the habit of receiving large and varying discounts. But Mr. John Murray is not

accustomed to do business in that way and we had no wish to begin it, and I am glad to say that we are now enforcing the proper scale of charges. That is typical of the great advantage of having specialist journals in the hands of specialist bodies. The reason why we were able to obtain the Journals for the price of £300 was because, if the Publisher had declined altogether to deal with us, he might have been faced with the position that our Association would start new journals.

"We have not at present arranged for any payment to contributors. But we hope that after the first year we may be able to do that: and I think we may do it without serious increase of cost, since if you pay contributors it is reasonable to ask them to keep their corrections within a certain limit. And I believe that in the *Journal of Pathology* the reduction in the cost of corrections was considerable as soon as it became the property of the Society and they offered remuneration for the articles.

"We have allotted to the Editors an allowance—which before has not been made—to provide for such necessary matters as indexing, and summaries of periodicals; and we have reduced the price of the *Classical Quarterly* to Members of the Association from 12s. to 9s. We have not done this without careful consideration of the whole financial position; but we think that the step is justified.

"Another matter which came before us almost at once was the somewhat unequal distribution of Journals in this country between Latin and Greek Antiquities. The attention of the Council of the Classical Association had been drawn to the notice which appeared over Mr. G. Macmillan's and Professor Gardner's signatures in the *Times* suggesting that this defect might be remedied by the foundation of a new society with a Journal of its own. It is obvious that a body starting upon such work as that of the Classical Journals Board would be keenly interested in this suggestion; and would wonder whether its own friendly help might not perhaps be of some use in attaining the objects that we all desire. Some of us felt certainly that if we could attain the object of promoting the study of Roman Antiquity and giving proper outlet in the press to research work in the subject in alliance with the Association and in some degree

in uniformity with its Journals scheme, there would be a certain saving of effort : because if a new and entirely separate Journal were established it would need a new governing body and new officers. To work together would mean also a saving of expense, because the Classical Association has command through its 1,500 members of the ears of the Classical people of the country in a way which no other body can quite claim. We are in friendly colloquy with those interested in the project and we hope the colloquy will bear fruit. I think I ought to add this—that though the Classical Association as a body has not done very much for Roman antiquity, yet some of the Branches of the Classical Association have really done a good deal. The Liverpool Branch has undertaken a very important task in exploring the Roman antiquities on the borders of Wales, and the Manchester Branch has already published two volumes of some size in describing the excavations made in that district. And therefore I think one may claim that the Classical Association has shown that it is anxious to promote Roman archaeology, and that, with the Journals in its hands, it has now the means at its disposal for enlisting the wide and keen public interest which that subject always evokes in this island, when linked to the history of the particular district in which the appeal is made. Therefore, I feel sure that Professor Gardner and other friends of Classical studies, who have launched this proposal and called attention to the gap in regard to this department of Classical study, will not think that we are actuated by anything but the friendliest feelings in suggesting that the matter will be better furthered by a little more colloquy before an entirely new Society is started."

Professor PERCY GARDNER.—“ May I say a few words on the subject that Professor Conway has brought forward ?—in fact, I may say that in some sense it arises out of the Minutes. Some time ago a matter was brought before the Council of the Hellenic Society which was this : it was a complaint on the part of certain of our members who were eminent in Latin and Roman studies that they had not the same advantages with regard to these studies which the members of the Hellenic Society possessed in regard to Greek studies, not merely in the publication of a Journal, but in the possession of a great library in London, in the services

of an energetic secretary, in the use of a large collection of lantern slides and so forth. They thought that the Hellenic Society might be prepared to extend these advantages from Greek studies to Roman. That was the way in which the matter began. Various members of the Council of that Society consulted their friends. There was no formal or definite consultation ; in fact, it would have been extremely difficult to select a certain number of people to consult officially ; but I believe that the great majority of the notable Roman and Latin scholars in the country were asked for their opinion upon the subject : whether this result could be best obtained by some extension of the Hellenic Society ; whether it would be necessary to form a new Society or Association ; or whether the object could be attained in some other way. A Committee was appointed by the Hellenic Society to go into the matter carefully, and I was on that Committee. We had before us a large number of suggestions and schemes, and we certainly did not spare time or trouble in going into those schemes. One by one various suggestions dropped through. In the first place it became clear that it would be impossible for the Hellenic Society to include Roman Archaeology without departing from its foundation principles, and in the second place various other suggestions were made ; but we could not find a way out of it other than by the suggestion of the formation of a new Society ; and the great difficulty, or objection, at once raised with regard to that was whether there was in the country sufficient enthusiasm for Roman Studies to form such a Society and to carry it on with the necessary force and enthusiasm. To ascertain opinion on this point and this point only, Mr. Macmillan and myself addressed a circular letter to a certain number of newspapers, to certain members of Societies, to a certain number of individuals, asking them whether they were prepared to start such a Society. That was merely a preliminary inquiry to see whether there existed a clientèle, so to speak, sufficient to start a movement in favour of the better pursuit and publication of Roman studies in this country. The replies which have come in have been, I am bound to say, far more favourable than I had anticipated. Some weeks ago the Secretary, Mr. Penoyre, had received 350 of what I may fairly call adhesions, that is to say, names of persons who

quite approved the idea of a Roman Society, and who would be willing to support it.

"The Hellenic Society has gone no further at present, and I think it will not go further until it sees its way more clearly. At present then it is only committed to one or two things : it is committed by receiving favourable replies to the number of 350 from those to whom the circular was addressed. Professor Conway has spoken of that circular ; but it should be remembered that I merely sent it in the capacity of temporary President of the Society ; both the signatories, Mr. Macmillan and myself, were aware that we had no special claim to speak on behalf of Roman studies at all. Having received favourable replies, that I think imposed on us one or two obligations ; I think it imposed upon us the duty of proceeding further in the matter, and it imposed upon us the duty of seeing that any arrangements made are likely to be successful. And in the third place it seems to me absolutely necessary that we should see that there exist persons in the country, and I should say in London, who are willing to take up the burden of this Society, to act perhaps as Secretary, to act as Members of the Council, to carry it further. Now things being in this condition, that is in a hung-up position so to speak, it seems to me extremely desirable that there should be a sub-committee of the Council of this Society to confer with a Sub-Committee which might probably be appointed by the Council of the Hellenic Society to see what part the Association might be willing to take in regard to the better representation of Roman studies : I do not say necessarily in regard to forming a new Roman Society. Many of us were exceedingly opposed from the first, most of us I may say, to the formation of a new Society. But by degrees we were driven from every other standpoint. But if now any way can be found in which the formation of a new Society can be avoided and some existing Society can do the things which are necessary, which are desired, no one would be better pleased than we should to hand over to such a Society the further development of the whole business, which we have only undertaken under very considerable pressure, and in order that the matter should be thrashed out. I do not suppose I should be in order if I proposed the formation of such a Committee ; but I will leave that matter in the hands of the

Council. Yet I thought it might be suitable and it might be agreeable to the Society if I gave a brief statement of what had happened. If any means can be found by which not merely this Classical Association, but certain other Societies which deal with Roman Antiquities, can together formulate some scheme which can be laid before those anxious to have a better representation of Roman studies in the country, that I think would be a solution which the majority of us would be willing to accept."

The CHAIRMAN.—“The Association, I observe, welcomes the suggestion which Professor Percy Gardner has just made; but I think the most appropriate time for taking into consideration the appointment of a Committee will be to-morrow, when you have received the Report of the Council. There is a paragraph in that Report mentioning the negotiations that have been in progress between the Hellenic Council and the Classical Association, but have not yet been completed; and we may supplement the Report by moving to appoint a Committee. Since the original letter regarding Roman studies appeared in the *Times*, the situation has been somewhat altered, for at that time the Classical Journals Board was not in existence. The case now seems to be one for joint deliberation between ourselves and the Hellenic Council. All friends of Classical studies must desire that the existing Societies should work harmoniously together, nor is there the slightest ground for antagonism. We have the same objects at heart and it is merely a question of the machinery by which our ends can be attained. By consulting together we shall probably be able to produce a satisfactory and financially sound scheme. As to the acquisition of the Journals, the Council asks your approval of what has been already carried out. It was impossible to consult you beforehand, for time was pressing, and we had to act on our own responsibility. In the editorial management of these Journals in the future we shall see that the two older Universities shall be equally represented. Hitherto, by accident rather than by design, Oxford has not had her due share of control; and we regard it as essential that we should obtain the full co-operation and confidence of Oxford men by removing all appearance of inequality. I desire to add that but for the unsparing trouble and the time devoted by Professor

Conway to the difficult negotiations accompanying the transfer of the Journals, we should never have been able to carry out the scheme which we now report to you."

Professor GILBERT MURRAY.—“ May I, in commending this Report just moved, say that we congratulate the Committee on their work and that we tender them our most sincere thanks for the trouble they have taken. There is one objection to my moving that—that I was on the Committee. The work I had to do chiefly, although not entirely, consisted in getting the Oxford subscription, which, however, has not yet arrived. The reason for that is not quite what it seems in the first instance. There was a difficulty which applied to the Oxford Philological Society, but did not apply to the Cambridge. Cambridge has a fairly large subscription, a guinea ; whereas the Oxford Society has only a subscription of 2*s.* 6*d.* a year, which just covers expenses with no reserve fund. So we had to send out an appeal to Members ; and I am happy to say that there was not the faintest difficulty in getting the necessary sum, and that it is merely waiting somewhere in the bank in Oxford till the next Meeting of the Philological Society. That is only in the nature of a passing explanation. What I really wanted to say was that I am one of those who have had special opportunity for judging and realising the immense amount of work and the persistence and tact that the more active members of that Committee have had to exert, and especially Professor Conway. There were a great many different interests to consult—three publishers at least, and several other people. There were elaborate questions of contract within contract, as it were. I venture to say that no one but those in a special position for judging can realise the amount of difficulties that had to be surmounted ; and there is no one in such a position for judging as the idle Members of the Committee. A new, delicate, difficult, troublesome negotiation was on foot ; and we found that Professor Conway was carrying it through, and doing it at a great distance, coming from Manchester for the purpose. So I want to propose two things—first, that we strongly approve of the steps taken, and are glad to receive that most business-like Report which Professor Conway has made ; and secondly, that we tender special thanks to him.”

Professor GRANGER, in seconding the Motion, said : “ To my

mind there is strong reason, indeed, why there should be much deliberation before coming to a hostile decision in regard to the proposed Roman Society. I do not know whether Members are quite in the same position as myself to judge of recent tendencies in England ; but it seems to me that the Classical Association have a very great work before them in guiding tendencies already present in the defeat of Gothic and the rise of the classical tradition to prominence in design, and this not only in architecture, but in other fields. Now if you will look round an old country town you will see most charming pieces of classical design down to about 1840 : and I hope those threads will be taken up again. It is my misfortune to go from time to time to a very large ancient city, which I will not name, and I have been much pained by the recent 'adornments' of the streets of that city. Now it seems to me that the aesthetic and critical side of Classical studies lacks appropriate organs. There is so much to be done in the way of scholarship ; so much to be done in regard to excavations that that critical function of Classical study represented by Winckelmann and Goethe in Germany, and I am afraid not adequately represented in England, has not a suitable organ. That matter needs much consideration. No one could look, for instance, at Mrs. Strong's charming book on classical design (I refer to her *Roman Sculpture*) without feeling that its influence should be brought to bear on our own immediate surroundings."

Mr. THOMAS MAY.—“I have been for the last dozen years or so actually carrying out excavations on Roman sites, and I wish to appeal to the gentlemen who represent the Hellenic Society not to inflict upon us another Journal and another Society. I am a member of the Classical Association, of the Liverpool Association, and of two or three antiquarian societies ; and I realise that the public interested in archaeology is a different public from that interested in Classical studies. We know that literature is not science, but the common bond and interpreter of the sciences ; and I would suggest that the Classical Association should take in hand not only Roman studies and Roman excavation as a branch of its work, but also consider the question of taking over the Hellenic Society’s work. It seems to me that it would be better to have one Society representing all these

interests ; one powerful Society, such as the Classical Association ought to be."

The Resolution moved by Professor Murray was then put to the Meeting and carried unanimously.

Rev. Canon A. SLOMAN then moved the following Resolution : " That the Council be requested to consider the advisability of amalgamating the *Classical Review* and the *Classical Quarterly* into one periodical."

" I think every one must agree that one really good Classical publication, whether it be issued monthly or eight times a year, or quarterly, would be far better than two or three second-rate ones. I would not insult either the *Classical Quarterly* or the *Classical Review* by calling either of them second-rate as they have been conducted. But undoubtedly neither the one nor the other occupies the commanding position that one would desire ; and some of us think that this commanding position would be assured, if the ability at present scattered and dissipated were focussed and gathered together in the production of one really strong periodical. My own personal view would be to continue the name of the *Classical Review*, which has been running for a considerable number of years, and which has had an honourable history, but to publish it quarterly, and to make it the best thing of its sort published in the world. That would be my ambition, and I think it could be realised if all that is best, not only in the two Journals now in our hands, but also in the moribund *Journal of Philology*, were put into one publication. If all this material were brought together it would be far more conducive to forwarding Classical study, whether Roman or Greek, including the study of archaeology, than is now the case."

Dr. SANDYS.—" When I saw the distinguished first Editor of the *Classical Review* present in the room, I thought he was reserving himself to speak on this subject at a later part of the afternoon. It was a disappointment, then, to find him hurrying away to catch a train. However, I seized the opportunity of asking him his opinion on the subject ; and he expressed himself as strongly in favour of the proposal I am seconding. He considers that it was a great mistake ever to divide the *Review* into two parts, and he is not alone in that opinion. His dis-

tinguished brother, the Professor of Latin at Cambridge, also expressed the same view the other day. And I have heard similar expressions of opinion in the room. The fact of having two Journals means duplicating a certain amount of work. Some persons take in both journals, so they will get the review of a certain book in one journal, and some months later a review of the same book in the other journal. The *Classical Review*, in its present form, is unduly attenuated; and so there is not room in it to contain all the material sent in. I remember Professor Bury asking the Editor of the *Classical Review* when a certain article of his might be expected to appear. The answer he got was that it was impossible to tell; there was so much material in hand, and the *Review* was so reduced in size. We were told, when the *Classical Review* came into existence, that it would provide a prompt and ready means of interchange of opinion. But in its present attenuated form you may have in June a book reviewed in it; you may write a reply, and that reply may not appear till November. I speak from experience, for that happened only recently. So I am strongly in favour of one strong undivided journal. I was then glad to hear Professor Conway speak of the importance of not dividing our forces. However, this is a matter for the Council of the Classical Association to consider carefully, and this is all that the Motion proposes."

The CHAIRMAN.—“I quite appreciate that strong reasons can be urged in favour of amalgamating the two Journals; and what has been said certainly points to grave defects in the existing arrangements. But there are, also, serious difficulties in the way of amalgamation. First, it would be impossible to get one editor to cover the field occupied by the two Journals, unless, indeed, he were paid a considerable salary, and gave up his whole time to editorial duties. But there is another difficulty which is, I think, even greater: it is this—that the two Journals have different functions. The *Classical Quarterly* is devoted mainly to contributions implying some original research, while the *Classical Review* is concerned rather with notices and reviews of books, and with matter of special interest to schoolmasters. The feeling among scholars is strong that this difference should be kept up and even more clearly marked than it is at present.

Under the new management the *Classical Quarterly* will, it is hoped, be strengthened on the side of research. Then there is the overlapping referred to by Dr. Sandys. 'Nearly, the same book should not be reviewed in both publications. The new Journals Board will see that there is a proper division of labour between the two Journals, whose Editors, though independent of one another, will yet work in concert. Possibly the *Journal of Philology* may hereafter come into our hands. It is doubtful if this country can maintain three separate organs of Classical study and research. Further concentration would save some waste of energy, and improve the quality of our classical output. But that is in the future. Meanwhile, there is a clear dividing line between the work attempted by the two Journals which are under our own control, and I would deprecate the effacing of that distinction by merging them in a single publication."

Professor RIDGEWAY.—"I think we should hesitate to adopt the principle of having a journal come out quarterly instead of monthly. I am one of those who like my classics in small portions; and it seems to me it is better that it should come to us in that way than in large, ponderous volumes at intervals of six months or so. People in these days have not time to read through large volumes. Dr. Sandys complained of having to wait three months to get a paper into the *Classical Review*. I must say he is a very ungrateful man. Last time I wanted to get a paper into the *Journal of Philology* I was told that the earliest time I could have it published would be in four years. Now, sir, you will admit that that is rather slow. One has also the further difficulty that it only appears at most irregular periods; you never know when to expect it. A German Professor said he had been looking for a paper of mine for nineteen years; and at last he found it in the *Journal of Philology*. And I may say that for fifteen years I have been carrying on a crusade against the *Journal of Philology* to try to get something better. I want to join my tribute to that of others in thanking Professor Conway and others who have enabled us to take this grand step in acquiring the *Classical Review* and the *Classical Quarterly*. Only those who have suffered from the *Journal of Philology* in the past can truly realise the importance of having two Journals like this. I hope we shall not drop the monthly issue of the *Classical Review*.

"After this discussion, perhaps it would be better not to pass any definite resolution. I think, Mr. Chairman, we may rest assured that the idea put forward by Canon Sloman will not be lost sight of; indeed, it must have been present in the minds of those conducting the negotiations. There is no possible danger, then, of its being overlooked. At the same time, there are many other things that should be considered—possibilities in regard to the *Journal of Philology* and possibilities in regard to the establishment of a new Journal to deal with Roman studies. It would, then, be a mistake at the present moment to pass a resolution which would look like tying the hands of the Classical Journals Board in regard to the amalgamation of the two periodicals referred to."

Rev. Canon A. SLOMAN.—"May I draw the attention of Members present to the fact that my Motion was expressly drafted in such a way as not to tie the hands of the Committee: merely suggesting that the subject should be considered by them; especially as there seems to be a fairly wide-spread opinion among a good many Members that the course proposed would be desirable, if practicable. We merely ask that the matter should be considered on its merits. If we pass the Resolution it would simply ensure that this subject would come in an official way before the Committee."

Rev. W. F. BURNSIDE (Canterbury).—"As one engaged in school teaching, perhaps I may be allowed to say a few words in regard to these two periodicals. A large number of Members of the Classical Association are schoolmasters, and a great number are teachers of the upper or sixth forms; and I have always felt that it would be of great advantage to classical teaching in schools if one of the journals now in the hands of the Classical Association was of such a character that it would afford material help in teaching to schoolmasters and be read in the school library. When the *Classical Quarterly* was published I hoped the *Classical Review* would contain bright stimulating articles of a more popular character. I know it would be a change from its present constitution! It would be helpful, for instance, to have articles on the work of excavation, on sculpture, painting, etc., articles upon the attitude of authors read in school, such as Plato and Euripides, towards religion and

politics. This, it seems to me, would be an effective way of extending the influence of the Classical Association. But, of course, that would be covering more ground than the *Classical Review* as at present constituted can hope to do."

Professor CONWAY.—"Perhaps I should explain that what Dr. Sandys has asked for has been already carried out. The first resolution passed by the Conference on the Journals was that one should be mainly devoted to original articles, and to such reviews as contain so much original matter as to be substantially original articles. And in reply to a question from Dr. Postgate three days ago I quoted to him this resolution, so that there is now no possibility of duplication. The arrangement is, that in the ordinary way no books will be submitted for review to the Editor of the *Classical Quarterly*. May I add that some of us felt that the amalgamation of the *Quarterly* and the *Review* would be a distinctly retrograde step? The *Review* may not be quite large enough for its work; it is a question that the Board will have to consider. But as to the other point raised I should explain that Dr. Rouse has done his best to deal with it; and that a larger number of reviews have found their way into its pages than an amalgamated journal could find room for. If we are not to curtail the space available for the publication of original articles we must have a separate periodical; and Dr. Postgate has assured us that it would be now impossible for one man to discharge efficiently the two functions, which are quite distinct. The task of reading and of judging the value of articles of original research covers an enormous field of classical knowledge, and is quite heavy enough for one man; indeed, in the opinion of some of us it is too heavy for one man; and the proposal that has commended itself to us is that we should have two Editors for each journal, so that there should be added and not diminished force available for each. Of course, each Editor would have his own special department. So I think it would be unwise to pass such a Resolution as this, which would be practically an instruction to the Board."

The CHAIRMAN.—"I admit that the Motion proposed by Canon Sloman does not bind the Board. At the same time it would indicate that the opinion of the Meeting was on the whole in favour of this change; and I do not think it advisable that

pressure even to this extent should be brought to bear on the Board."

The Motion was then put to the Meeting and lost.

At 9 p.m. a conversazione was held in King's College, when the guests were received by the Rev. A. C. Headlam, D.D., Principal of the College, and Mrs. Headlam, supported by the Rt. Hon. the Earl of Cromer and the officers of the Association. In the Hall an interesting series of coins was exhibited by Dr. A. C. Headlam, Sir Hermann Weber, F.R.C.P., Dr. Arthur Evans, G. F. Hill, Esq., C. Oman, Esq., F. J. Seltmann, Esq., Messrs. Spink & Son, Piccadilly, Messrs. Rollin and Feuardent, Great Russell Street. In the chapel an organ recital was given by Professor Vernham.

TUESDAY, JANUARY 11TH.

THE Association met at 10 a.m. in the Lecture Theatre, Mr. S. H. Butcher in the chair.

The Minutes of the last General Meeting having been taken as read, Mr. J. H. Sleeman read the Report of the Council as follows :

“ The Council has the satisfaction of reporting an active and successful year’s work. The membership of the Association, which stood at about 1,250 in October 1907, and at about 1,350 in October 1908, now stands at more than 1,400. Two new Local Branches have been formed, the one at Nottingham, the other at Bombay. There are now five Local Branches of the Association.

“ The Classical Associations of New South Wales and of South Australia have been affederated to the Classical Association, and negotiations are proceeding for the affederation of the Classical Association of South Africa. In order to secure uniformity in the relations between the Classical Association and allied bodies a resolution of Council has been passed to regulate these relations and a memorandum¹ has been drawn up on the matter. Members of affederated bodies have the privilege of attending General Meetings of the Association on signifying to the Secretaries their intention to do so.

“ The Classical Associations of New England and of the Atlantic States have been in communication with the Council with a view to obtaining *The Year’s Work* for their members, and the former has forwarded a resolution expressing interest in the work of the Association and a desire to promote friendly relations. An alteration of the Rules is contemplated to enable the Association to enter into relations with bodies outside the limits of the British Empire.

¹ Printed on p. 141.

"In accordance with a suggestion of Sir Oliver Lodge, made at the Birmingham meeting in 1908, a new class of Associate Members has been formed, who on payment of a subscription of 5s. shall have the privilege of attending the next General Meeting after payment of such subscription, but not of voting thereat, and shall also receive a copy of the *Proceedings* of the Meeting which they have attended.

"The third volume of *The Year's Work* appeared at the end of 1908 and was issued free of charge to all members of the Association who applied for it, on payment of the cost of despatch. The number of copies offered for sale to the public has been completely disposed of.

"The Balance Sheet for the year ending December 31, 1908, was printed in the last volume of *Proceedings* (pp. 114-15) and is now submitted for approval. A corresponding Balance Sheet for 1909¹ will appear in the *Proceedings* for 1910.

"The Report on the Pronunciation of Greek, which was adopted at the General Meeting in October 1908, has been published by the authority of the Association.

"Acting on a suggestion made at the last General Meeting, the Council invited the Modern Language Association, the English Association, and five Associations of teachers in secondary and preparatory schools to co-operate in a movement for the simplification and unification of the terminologies employed in the grammars of the different languages taught in schools. A Joint Committee on Grammatical Terminology was thus formed early in 1909 containing representatives of all these Associations, and the recommendations of this Committee are embodied in an Interim Report² which the Council submits herewith.

"The Council also presents a Report of the Curricula Committee upon a Four Years' Latin Course for Secondary Schools in which the leaving age is about sixteen.³

"Being of opinion that the complete abolition of set books in University Matriculation Examinations is likely to injure the teaching of Classics by discouraging its literary and historical sides, the Council submits for discussion a resolution as to the requirements of University Matriculation Examinations in Latin.

¹ Printed on p. 142.

² p. 120.

³ p. 107.

"The Council, having learnt that the Civil Service Commissioners would welcome representations from the Classical Association as to their scheme of Army Examinations in Latin, has communicated to them certain suggestions for the revision of their scheme.

"Professor Sonnenschein's paper, entitled 'The Unity of the Latin Subjunctive—a Quest,' which was read in abstract at the General Meeting in 1908,¹ as a reply to a paper of Professor Hale, the first part of which was read at the General Meeting in 1907,² will shortly be published by Mr. John Murray. In view of the interest aroused by the discussion of this important subject, the original intention of the Council had been to publish both of these papers *in extenso* and together, but unforeseen difficulties have stood in the way of the publication of the second part of Professor Hale's paper.

"The Council recently invited representatives of the Oxford and the Cambridge Philological Societies to confer with representatives of its own upon the position of the *Classical Review* and the *Classical Quarterly*, which has for some time given cause for anxiety. Having ascertained that the proprietors, Messrs. David Nutt, Limited, would be willing to part with the journals, the Joint Conference recommended (1) their purchase by the Classical Association; (2) the raising of £500 to cover the purchase-money (£300) and preliminary expenses of the journals; (3) the formation of a Classical Journals Board, consisting of seven members appointed by the Council of the Classical Association, one of these seven members to be appointed on the nomination of the Oxford Philological Society and one on the nomination of the Cambridge Philological Society. Towards the sum required the Council has voted £150 from the reserve funds of the Association; the Oxford and the Cambridge Philological Societies have each subscribed, or promised to subscribe, £100, and an appeal has been issued to friends of classical scholarship to aid the enterprise by donations or loans. The accounts of the journals will be kept separate from those of the Classical Association, but will be audited and confirmed by the Council.

"Having learnt of the proposal, contained in a letter to the

¹ See *Proceedings* for 1908, pp. 21-32.

² *Proceedings* for 1907, pp. 53-64.

Times of October 22, written by Professor P. Gardner and Mr. George A. Macmillan on behalf of the Council of the Hellenic Society, that a new Society with a journal of its own should be formed to promote the cause of Roman or Latin Studies, the Council of the Classical Association invited the Council of the Hellenic Society to nominate representatives, who should discuss the scheme with representatives of the Classical Association, with a view to considering whether the desired end might not be best attained by an extension of the work of the Classical Association and of the Classical Journals Board. The conference took place on December 3, and negotiations are still proceeding."

The CHAIRMAN.—" You observe that most of the subjects of interest have been anticipated in the speeches of yesterday and all debatable matters have been dealt with in the course of that discussion. I, therefore, do not propose to spend any time over this Report; and I would beg from the Chair to move its adoption.

" The only thing it seems necessary to add arises out of the suggestion made yesterday by Professor Percy Gardner and approved by the Meeting—that further negotiations regarding a Society for Roman Studies should be carried on between the Classical Association on the one hand and the Hellenic Society on the other; and I would invite you now to appoint a Committee to represent the Classical Association in those negotiations. It seems to me that those Members of our Council who are members of the new Journals Board should in any case be appointed. They are five in number. The names are—Professor Conway, Professor Haverfield, Professor Mackail, Professor Ridgeway, and myself. In addition I suggest that we should have the assistance of Mr. Hogarth, because from the first he took a leading part in the discussion when the matter came before the Hellenic Society; he had then a scheme of his own; and from his position as archaeologist, we need him on our body. That makes six. And I would propose one other delegate, Professor Sonnenschein, our Hon. Secretary. The number is, perhaps, a little large; but there are several interests involved which we cannot afford to neglect. However, I hope Professor Gardner will not think the number excessive for the purpose.

After some discussion the Rev. Canon T. L. PAPILLON proposed—"That the seven names read out be appointed as representatives of the Classical Association."

The Motion, having been seconded by Dr. SANDYS, was put to the Meeting and carried.

The CHAIRMAN.—"The next item on the Agenda is the proposed amendment of Rules. It is an amendment to Rule 20, of which notice has been given in the Paper sent out. It is proposed to omit the words 'outside the limits of the British Empire.' The Rule would then read—'That the Classical Association shall have power to enter into relation with other bodies having like objects with its own, upon their application to the Council and by vote of the same.'

"It is in connection with this Rule that affederation comes in under its various forms, thus bringing other Classical Bodies into some kind of alliance with our own."

Dr. KENYON.—"I do not think this motion requires much explanation. It is the carrying out of a sentence which has been already read in the Report, namely, 'that alteration of the Rules is contemplated to enable the Association to enter into relation with bodies outside the limits of the British Empire'; and if adopted it will mark simply another stage in the development of the influence of the Classical Association. We started modestly as the Classical Association of England and Wales; and we had hardly started before that name became too small. We began by extension within those limits; and we now have flourishing branches in Manchester and Birmingham and Liverpool and Nottingham; and no doubt there will be others before long. Then there came applications from various parts of the British Empire to be attached in some form or another to the Association, and at the last Meeting at Birmingham a fresh Rule was made in order to allow for this, and to give power to the Council to arrange terms in order to suit different circumstances. As a result of that we are now in association with bodies having the same end as ourselves in New South Wales, South Australia, South Africa; and there have been occasional communications with Canada which have not yet resulted in anything definite, but which I hope some day will do so. And now there is the

question of this further step. More than one body of the same kind in the United States have expressed interest in our proceedings, anxiety to know what we are doing, and as far as can be to go hand in hand with us ; and it seems proper that we should meet those advances so far as we can. I think it will be necessary, if the Association adopts the idea at all, to leave the various forms open for the Council to alter and adapt to each case ; because the circumstances of various bodies are different. I do not think we need be afraid of this kind of extension. Nothing but good can result from the extension of the influence of the Classical Association, and from the combination in some form of federation with so many bodies in different parts of the English-speaking world which all have the same object in view, namely, the preservation and advancement of Classical studies. I do not think I need say more than that in asking the Association to accept the proposed alteration of the Rules."

Mr. GARNSEY.—“ I should like to second this motion. After the explanation that has been given by the mover I do not propose to make a speech, as we have so much to do this morning. I hold a seat on the Council, by invitation, as the substitute of the President of the affederated Association of New South Wales, who is also Vice-Chancellor of Sydney University. Therefore, since I come from the farthest limits of the Empire to which our rules for affederation have as yet extended, it seems appropriate that I should support a Resolution which will have the effect of extending the influence of this Association beyond those limits. One can see that such amendments might be unduly strained to cover extensions beyond anything that I understand is in immediate contemplation, but there is little fear of that being done, and I think that no harm will come from striking these words out of our Rules, and so giving power to the Council to negotiate with kindred Societies beyond the limits of the British Empire, and to enter into such relations with them as in their wisdom they may think fit.”

The Motion was then put to the Meeting and carried.

The TREASURER.—“ The receipts for this year have been £362 and the expenditure £306 ; thus the actual amount of receipts over expenditure is £56, about the amount that I promised in my

last statement. The expenses of this year have been very much greater than we have ever had before; partly because of the number of Committees constantly sitting and partly because of the free distribution of *The Year's Work*. The balance in hand at the end of 1908 was £230; so that early in the year we were able to make a further investment in $3\frac{1}{2}$ per cent. India Stock of £100 and we have also made, as Professor Conway told you yesterday evening, a transference from my pocket into his of £150 for the Journals. So really we have made this year further investments to the amount, we may say, of £250. Consequently the bank balance is barely £40; but you will understand, when you see the Balance Sheet later on, that this is due to the fact that £150 of our balance proper has passed into the hands of the Treasurer of the Journals Fund."

Mr. H. B. WALTERS.—“I have much pleasure in moving the approval of the Balance Sheet. I am sure you are glad to hear that there is a satisfactory though small balance over expenditure; and in connection therewith I understand that Mr. Pantin has done good work as Auditor. We all know that the work of auditor is somewhat dull; but I think it has one advantage, that it enables a classical man to keep up his mathematics. I would add then to the Motion that a vote of thanks be accorded to Mr. Pantin.”

Mr. FORBES seconded the motion and associated with it a vote of thanks to the Auditor.

Professor MACKAIL.—“As you have heard, we are left now with a very small balance. That is due to the success of the Association, and to the consequent extension of its operations. It is a sign of health and progress upon which we have to congratulate ourselves. At the same time, I wish to urge upon all members of the Association this fact: As you have been told by the Report of the Council, our membership continues to increase and it now stands at more than 1,400; at the same time I am bound to point out that the rate of increase is diminishing, not because there are fewer new members, I am glad to say, joining us, but because the natural wastage is now beginning to take effect; that is, because a number of members who joined originally are for one reason or another dropping off. That is inevitable and to be expected; and therefore I would make a

strong appeal to members to do everything in their power to invite new membership, and so to ensure that as the process of wastage continues, as it must do, there may be no risk of the total membership falling off, but rather that the net increase may be continually expanding. This is necessary on all accounts, and particularly necessary now that the Association, which has been working quietly and effectively for years, is now beginning obviously to bear fruit, and is extending its influence in all directions, with consequently greater claims upon its resources and upon its activity. May I also take the opportunity of reminding members—I speak as a Member of the Journals Board—that it would be very convenient indeed, and indeed it is almost indispensable, with a view to the financial stability of the Journals Board, that their subscriptions should be paid in before the end of this month; otherwise we shall not know where we are as regards the financial conduct of the journals.

“Before sitting down I would like to add one word more, which is to express, if I may, on behalf of the Meeting our appreciation of the work of the Treasurer, which has been very heavy in the last year, and which he has carried on with so much zeal, and care, and accuracy.”

The Resolution was put to the Meeting and carried unanimously.

Professor RIDGEWAY.—“Mr. Chairman, Ladies and Gentlemen, I have the honourable task of proposing the new President of our Association. You will understand, as soon as I mention the name to be laid before you, the task is not an onerous one, as I have not to show reasons why he should be chosen. The name is that of Sir Archibald Geikie, President of the Royal Society. Sir Archibald is known to every one here, and to every one throughout the English-speaking world, as a man of science, who long before he became President of the Royal Society was made head of the Geological Survey of Great Britain. But besides being a man of science he has an astonishing power of literary style. Those of us who had the pleasure of listening to his Rede Lecture, on the occasion of the Darwinian Centenary Celebrations, were impressed with, and will carry with us as long as we live, the felicity of expression and the fine literary feeling shown in

that discourse. At the present moment, I do not think that we could have a happier choice as President of the Classical Association than him who is the official representative of the Royal Society. Too long there was an unpleasant feeling, almost I might say a divorce, between Classics and Science in this country, and you all know that in the various struggles that have taken place in my own University at Cambridge the so-called science men have lifted up their horn against the divine study of Greek especially, and to a less degree against Latin. I must say in all justice that the fault lay not with the science men, but with the classical men. The method of teaching the classics had been distinctly bad. The cause of that revolt on the part of the great bulk of science students arose from the inherent antagonism against the bad methods of teaching classics. Now at that time we had the greatest assistance from enlightened people, the men who were leading scientists like Lord Kelvin, and the late President of the Royal Society, Sir William Huggins ; and I am glad to say that the changes brought about in classical teaching, and in no small degree due to this Association, have already ameliorated to a great extent the antagonism of the ordinary science men against classics. I think in the election of Sir Archibald Geikie as President of the Association we shall impress upon the public beyond all measure that there is no antagonism between the highest science and the highest classics. I do look forward to his occupation of the chair this year, for it will show our opponents that the leading men in science in England, as likewise in France, at the present moment are as strong as we are in the absolute necessity for a classical education, if we are to have higher education carried out properly in this country or in any other country. Sir Archibald is a leading man of science, he is distinguished by a brilliant literary style, has a genial humour and is the very best of company. I do not think we could have a more felicitous choice of President for the coming year. For the reasons then I have given I have the greatest pleasure in proposing 'That Sir Archibald Geikie, President of the Royal Society, be elected President of the Classical Association for the year 1910.' "

The Rev. Canon A. SLOMAN seconded the motion.

The CHAIRMAN.—"I am glad that this proposal has been

received with such enthusiasm. I may remind Members that Sir Archibald Geikie has already served on our Council, and has shown the greatest interest in the Classical Association from its inception. In reply to the Council's request asking him to allow himself to be nominated at the General Meeting I received from him a charming letter which was marked by that felicity of style and delightful humour to which Professor Ridgeway has referred. In electing him as President we have now the opportunity of drawing closer the alliance, which has sometimes been interrupted, between Literature and Science."

The Resolution was put to the Meeting and carried unanimously.

The Rev. Canon SWALLOW then proposed the re-election of the Honorary Secretaries and Treasurer.

The Motion was seconded by Professor Percy Gardner and carried unanimously.

The CHAIRMAN.—“The Council's nominations for the five vacancies on the Council are these: the Rev. A. A. David of Rugby; Professor F. Granger of Nottingham; Mr. W. E. P. Pantin of St. Paul's School; Miss M. E. J. Taylor of the Royal Holloway College; and Mr. H. B. Walters of the British Museum.”

No other nominations having been received, the above were unanimously elected.

The re-election of Vice-Presidents, with the addition of the names of Lord Cromer and of Professor Gilbert Murray, then came before the meeting.

Mr. D. G. HOGARTH.—“I propose the re-election of the Vice-Presidents with the addition of those two names—names which speak for themselves. Lord Cromer, for a man engaged in Imperial work, has shown unusual interest in the classics, and is about to give us a further evidence of his interest. And Professor Murray's name is a household word in at least three Continents.”

Lady EVANS seconded the motion, which was carried unanimously.

The CHAIRMAN.—“It is proposed to hold the next General Meeting in Liverpool, by invitation from the Liverpool Branch. I will ask you to permit the Council to make the final arrangements for the date. It will probably be in January, but we cannot at this moment fix it definitely.”

Mr. R. C. SEATON.—“It is four years since schoolmasters have been able to attend our General Meeting, which until this year has been held in October since 1906. It is not a question of being inconvenient to schoolmasters—that is an inadequate word—it is impossible for schoolmasters to attend a meeting in October. It seems to me that the only possible time for schoolmasters would be January. It is stated that there will be a meeting in Liverpool, and that it will probably be in January next. I would like to elicit an opinion as to whether it could not be decided definitely, for it seems to me that the time should be fixed so as to enable schoolmasters to be present. Professor Mackail has already said how important it is to get as many people as possible to join. But if schoolmasters are not considered when a date for the General Meeting is fixed, it is not to be expected that they will join, or, at any rate, if they have joined, they will be so dissatisfied that some of them will probably leave. I took the liberty of writing a protest about the date of the meeting having been in October, and the answer of the Secretary was that there had been no protest made at the time. But it is impossible for people to protest if they are not present. It seems to me that is really no answer at all. I wish to propose that the meeting be held in January for certain.”

The CHAIRMAN.—“We look upon the January date as practically certain; but I would ask the Meeting not to bind us to it absolutely. I have had a request to this effect from Liverpool. I can, however, promise the Meeting that we will carefully bear in mind the point raised, that January is the only time that suits schoolmasters. It seems to me there is no need to pass a Resolution, for the remarks that have been made will serve the purpose.

“It only remains for me to ask you to accord a hearty Vote of Thanks to Dr. Headlam and the authorities of King’s College who have put these rooms at our disposal. It has been delightful

to find this haven of retreat in passing out of the Strand at a time of such excitement. I am sure you will also wish to thank Dr. Headlam in a more personal way for the trouble he took last night in showing his beautiful collection of coins."

The Vote of Thanks was carried by acclamation.

At 11 a.m. the Right Hon THE EARL OF CROMER delivered his Presidential Address in the Hall of King's College :

"About the time when you did me the honour of inviting me to be President of the Classical Association for the current year, I happened to be reading a work written by a Hebrew scholar, in which I lit upon the following passage : 'There is a saying of an old Hebrew sage : "In a place where one is unknown, one is permitted to say, 'I am a scholar.'" ' I fear I am not sufficiently unknown in this country to permit of my making any such statement. I conceive, indeed, that the main reason why I am here to-day is that I may personally testify to the fact that one who can make no pretension to scholarship, and who has been actively engaged all his life in political and administrative work, can appreciate the immense benefits which are to be derived from even a very imperfect acquaintance with classical literature.

"Being debarred, therefore, from speaking to scholars as a scholar, I thought that you would perhaps allow me to speak to you as a politician and an administrator. I propose, therefore, to say something on the analogies and contrasts presented by a comparison between ancient and modern systems of Imperialism. I cannot, indeed, hope to say anything new in travelling along a road which has already been trod by many eminent politicians and scholars ; but I may perhaps succeed in presenting some facts and arguments, which are already well known, in a new form. Moreover, as an additional plea in justification of the choice of my subject, I think I may say that long acquaint-

ance with the government and administration of a country which was at different times under the sway of the Macedonian and the Roman, does, to some extent, bridge over the centuries, and tends to bring forcibly to the mind that, at all events in respect to certain incidents, the world has not so very much changed in two thousand years.

"In a sense, it may be said that Imperialism is as old as the world. One of the most recent writers on Egyptian history (Professor Breasted) has termed Thothmes III., 'the first great empire-builder of the world,' and the true forerunner of Alexander and Napoleon.

"Athens, before it was discovered that the true vocation of the Greek was the intellectual rather than the material conquest of the world, also founded a short-lived Empire. We know little of the effect which this short essay in Imperialism produced on the democratic institutions of the metropolis. Dr. Holm, however, does not admit the plea that the fall of Athens can be used as a charge against democratic institutions in general, but he points out that the kind of democracy which existed in Athens, notably after the death of Pericles, was subversive of all good government, and led to the adoption of a defective foreign policy which brought about the ruin of the State. If this view be correct, British Imperialists may derive some consolation from the reflection that the experience of Athens cannot be used as an argument to prove that democratic institutions must necessarily be incompatible with the execution of a sane Imperial policy, but rather as one to show the fatal effects produced by democracy run mad.

"Apart, however, from these considerations, it may be said that the conception of Imperialism, as we understand, and as the Romans, though with many notable differences, understood the term, was wholly foreign to the Greek mind. The Federal conception was equally strange. Although under the pressure of some supreme necessity, such as the Persian invasion, a certain amount of unity of action amongst the independent Greek States was temporarily

secured, it may be said that, at all events, up to the time of the Macedonian conquest, the true conception of federation never took root in Greece. For the best part of a century prior to that date, the history of Greece consists of a series of internecine struggles and of transitory and half-hearted alliances intended to bind together by ropes of diplomatic sand the ephemeral interests of the various petty communities. The Greek nation had not yet been born. The unit was still the city.

“ Perforce, therefore, we turn to Rome ; and here surely, if it be true that history is philosophy teaching by example, some useful lessons are to be learnt.

“ Let me preface my remarks by saying that, in dealing with British Imperialism I propose, for reasons which are sufficiently obvious, to leave the self-governing colonies alone. The great Imperial problem of the future is to what an extent some three hundred and fifty millions of British subjects, who are aliens to us in race, religion, language, manners, and customs, are to govern themselves, or are to be governed by us. Rome never had to face such an issue as this. The total population of the Roman Empire at its greatest extent was less than one hundred millions, spread over two and a half million square miles of country, as compared to the three hundred and fifty millions occupying eleven and a half million square miles over which the British flag flies.

“ The first points of analogy which must strike any one who endeavours to institute a comparison between Roman and modern, notably British, Imperial policy is that, in proceeding from conquest to conquest, each step in advance was in ancient, as it has been in modern, times, accompanied by misgivings, and was often taken with a reluctance which was by no means feigned ; that Rome, equally with the modern expansive Powers—more especially Great Britain and Russia—was impelled onwards by the imperious and irresistible necessity of acquiring a defensible frontier ; that the public opinion of the world scoffed two thousand years

ago, as it does now, at the alleged necessity ; and that each onward move was attributed to an insatiable lust for an extended dominion.

"The Roman policy of world-conquest may be said to have been inaugurated by the first Punic war. It received a great stimulus from the campaigns of Lucullus. It paused, though it did not terminate, with the battle of Actium, and the capture of Egypt. During this long period, constant but ineffectual efforts were made, either by corporate bodies or individuals, to stem the ever-advancing tide of conquest. The Romans, or, at all events, some of the wisest amongst them, struggled as honestly and manfully to check the appetite for self-aggrandisement as ever Mr. Gladstone and Lord Granville strove to shake off the Egyptian burthen in 1882. But all efforts to check the rising tide of Imperialism were in vain.

"Many potent and often uncontrollable forces were, in fact, persistently acting in the direction of expansion. Ambitious proconsuls and commanders, who were animated sometimes by personal motives, and at others by a strong conviction of the necessity of action in Roman interests, were constantly forcing the hands of the Central Government. Moreover, not only was it a 'supreme principle of the Roman Government to acknowledge no frontier Power with equal rights,' a principle the execution of which manifestly tended to an extension of territory until the sea-coast or some other natural boundary was reached ; not only were the Romans at times compelled to occupy a country in order to prevent others from occupying it, as has repeatedly occurred in the history of British Imperialism,—but one at least of their greatest statesmen and administrators advocated a forward policy on the ground that it would be impolitic to allow the subjects of Rome to run the risk of contamination by close contact with a free people. Agricola urged the necessity of occupying Ireland in order to overawe the Britons by surrounding them with Roman arms, and thus, as it were, 'banish liberty from their sight.'

"Again, the acute dissensions amongst the neighbouring tribes materially contributed, in the case of Rome, as it did in the case of the British in India, and of the Russians in Central Asia and the Caucasus, towards the execution of an Imperial policy. Instances abound. The Roman Imperialists were not slow to take advantage of the opportunities thus afforded to them. No scruples of conscience deterred them from applying to its fullest extent the celebrated, albeit cynical, maxim of Machiavelli. They endeavoured to divide and govern. The most illustrious of their historians did not hesitate to record a pious hope that the nations of the world would retain and perpetuate, if not an affection for Rome, at least an animosity against each other; and Tiberius pointed out to Germanicus, as an inducement for him to return to Italy, that the most politic method of treating the German tribes was to leave them to cut each others' throats.

"All these were, however, but contributory causes. It cannot be doubted that it was the desire to obtain natural and defensible frontiers in all directions which gave the main stimulus to Roman expansion. In Gaul, Spain, and Numidia, such a frontier was provided by either the ocean or the desert. But it was wanting elsewhere. 'The North and the East,' Mr. Bryce very truly says, 'ultimately destroyed Rome.'

"The same motive impelled the British trading Company, which had been empowered in 1683 to 'make peace and war with the heathen nations' of India, to move onwards until they, or the British Government, which eventually took over their governing powers, reached the barrier of the Himalayas, and, when these had been reached, to ask themselves wistfully whether even that frontier was sufficiently secure. Similarly, the Russians were driven across the steppes of Central Asia, and the French in Algeria from the sea-coast to the confines of the Great Sahara.

"A somewhat close analogy may, therefore, be established between the motive power which impelled both ancient and

modern Imperialists onwards. Their methods were also very similar. In both cases, undaunted audacity characterised their proceedings. There is, in fact, a good deal of similarity between the Roman and British character. Both nations appear to the best advantage in critical times. I well remember being struck by the slight effect produced in Egypt by our early reverses during the recent South African war. All were convinced that we were the inheritors of that proud motto which laid down as a principle of policy that Rome should never make peace save as a victor. Even amongst hostile critics, warm admiration was excited by the steadfastness shown by the nation under trial—an admiration, I should add, which was somewhat qualified by the delirious and undignified rejoicings which took place when the main danger was past.

“In respect to another point, the method employed by the British, both in India and in Egypt, bears a striking similarity to that adopted by the Romans. Both nations have been largely aided by auxiliaries drawn from the countries which they conquered.

“The employment of auxiliaries on a large scale is a bold and somewhat hazardous experiment. It would appear, of necessity, to lead to one of two consequences. Either the conquered race is ultimately placed on an equal—and even possibly on a superior—footing to its conquerors; or else the subject race acquiesces in its subjection, and loyally co-operates with its alien rulers. The first of these two consequences ensued to Rome.

“No such consequence, or anything at all like it, has ensued in the case of Great Britain. With the exception of a passing, and not very important, political episode towards the close of the eighteenth century, when India added its drop to the existing ocean of Parliamentary corruption, it may be said that the Indian connection, although it has widely influenced British policy, has not in any degree influenced the composition of the legislative and executive machine through whose agency that policy has been directed.

“Can it be said with truth that the alternative consequence has ensued—that the subject races have acquiesced in their subjection, and that the auxiliary troops recruited from amongst those races have loyally co-operated with their alien rulers? The great mutiny which occurred in India some fifty years ago, would, at first sight, appear to supply a negative answer to this question; yet the answer would be by no means conclusive, for the conclusion must obviously depend upon the reasons which led up to the events of 1857. Political causes, without doubt, contributed to produce the result, yet, in spite of the opposite opinion expressed by one of the historians of the Sepoy war, I believe that Lord Lawrence was right in regarding the whole of this episode mainly as a military mutiny rather than a political movement. Nor should it ever be forgotten that, even during that time of stress and convulsion, no inconsiderable body of the auxiliary troops remained loyal. Throughout the length and breadth of the British Empire, there exists no monument of greater political significance than that erected by Lord Northbrook at Lucknow in honour of the heroism of those Sepoys, who, in the face of temptations which would have rendered defection, to say the least, excusable, adhered to the British cause.

“If we leave aside the episode of the Mutiny, the answer to the question I have propounded cannot be doubtful. On many a well-fought field, not only the bravery, but also the loyalty of the auxiliary troops of Great Britain have been conspicuous.

“Will the past be repeated in the future? Will the steadfast loyalty, to which both the rulers and the ruled may look with equal pride and satisfaction, resist these disintegrating forces now being stimulated into action, both in India and in England, with a recklessness which at times seems to take but little heed of that wise old saw, *Respicere finem?* That is one of the crucial Imperial questions of the future. I will not hazard a prophecy about it.

“I turn to another point. An Imperial Power naturally

expects to derive some benefits for itself from its Imperialism. There can be no doubt as to the quarter to which the Romans looked for their profit. They exacted heavy tributes from their dependencies. They regarded the provinces solely from the point of view of the revenue which could be obtained from them.

“Although the methods adopted by the British in India differed widely from those of the Romans, the principle which they sought, in the first instance, to enforce was much the same. For all practical purposes, it may be said that for some years India paid a tribute to Great Britain. The trade of the East India Company was at first enormously lucrative. The result was that the Company, besides making at times large loans to the British Government, were able to pay an annual tribute of £400,000 to the Treasury. The main reason which, in 1763, decided the contest between France and England for the possession of India in favour of the latter Power, was unquestionably its predominance as a maritime Power. But a subsidiary cause which contributed in no small degree to the final result was that, whereas in England the traders were able to pay the Government, in France the Government was called upon to pay large subsidies to the traders. Hopes began to be entertained that some portion of the burthen of British taxation would be shifted to Indian shoulders. Fortunately, these hopes were not realised. The system was abandoned in 1773. From that time onwards, England has regarded trade with India, and not tribute from India, as the Imperial asset which counterbalances the burthen of governing the country.

“In judging of the methods employed by ancient and modern Imperialists to effect the objects which they respectively had in view, it is not easy to avoid doing some injustice to the former. Christianity has intervened between the two periods, and has established a moral code on principles almost wholly unknown to the ancient world, although to the Stoics may be awarded the merit of having paved

the way for the humanitarianism of the Christian. The public morality of the Romans was probably superior to that of the Greeks. The speeches which Thucydides puts into the mouths of his orators, if those speeches can be taken as true indications of contemporary opinion, abound in statements indicative of the 'false moral arithmetic'—to use a phrase which, I think, is Bentham's—current at his time.

"On the other hand, Tacitus, like Sallust, 'would not acknowledge that the standard applied to private conduct may be inapplicable to public transactions'¹—a high ideal, to which even the Christian world, in spite of the efforts of statesmen such as Burke and Bright, has not yet attained. But although a few eminent men, who were greatly in advance of their day, may have cherished lofty ideas of this description, I conceive that they did not in any way correctly represent the public opinion of the mass of their contemporaries. Traces of the existence of a humanitarian policy are, indeed, to be found in the records of Roman Imperialism. Moreover, contact with the cultured mind of Greece must have exercised, and certainly did exercise, some humanising influence on Roman thought. In spite, however, of these palliating circumstances, it may be said that Roman Imperial policy, even after the reforms introduced during the early years of the Empire, if judged by such modern standards as we are wont to apply, stands condemned. Very great improvements were, indeed, made by Augustus. Like all who have had to encounter the practical difficulties of administrative work, he found that the first and most essential step towards the creation of a sound administration was to establish an efficient Department of Accounts, and accordingly he introduced a system, which was subsequently improved by Hadrian and Vespasian, and which, according to a highly qualified modern authority, formed the original basis of all subsequent systems. He discovered a number of sound administrative principles,

¹ Bury, *Ancient Greek Historians*, p. 271.

which, even after a lapse of eighteen centuries, the rulers of nations have not as yet taken sufficiently to heart. He saw that low salaries and insecurity of tenure connoted corruption and misgovernment, and accordingly he gave all his provincial officials not only fixed, but high salaries. He and his immediate successors put a stop to those frequent changes of officials which did an infinite amount of harm to the Roman, as they have in our day to the Ottoman, Empire. He created a regular Civil Service, and by imposing a limit on the ages of officials, impressed young and competent men into his service. Courts for the trial of corrupt provincial Governors were instituted, and some, such as Verres of Sicilian and Gallus of Egyptian fame, were brought to justice. More than this, some rare instances may be cited of Governors who took a real interest in the well-being of the provincials. The elder Cato drove the usurers out of Sardinia, and abolished the local contributions usually paid to the praetors. Occasionally also, some unusually stout-hearted official protected the provincials from the rapacity of the numerous fashionable and money-grabbing adventurers who flocked from Rome, in order to prey upon them. I have a strong fellow feeling for that Bithynian praetor whose justice has been immortalised by Catullus, for I have had a somewhat wide personal experience of the race of company-mongers to which Catullus belonged, and of their angry vituperation—though in prose rather than poetry. Occasionally, also, Governors were found too honest to take advantage of the opportunities afforded to them for illicit gain. Vespasian returned from Africa no richer than when he went there.

“These cases were, however, quite exceptional. As a general rule, *virtus post nummos* was the watchword of every class of Roman society, at all events during later republican times. The tribute was fixed at a high figure, not merely in order to obtain money, but also with a view to crippling the resources of the conquered nation, and preventing them from renewing the struggle for independence. The tax-

gatherers and their inevitable companions, in ancient as in modern times, the usurers, were let loose on the unfortunate provincials, and, as Mr. Warde Fowler says, 'it is hard to say which wrought the most mischief to the Empire.'

"Whatever harvest there was left to reap after the corrupt official and the rapacious publican had done their worst, was garnered by commercial adventurers of the type of Catullus, who were backed with all the weight of the capitalist interest in Rome. Marcus Junius Brutus did not scruple, at a time when the legal rate of interest was fixed at 12 per cent., to demand 48 per cent. on a loan made to a Cypriote town, and quarrelled with the somewhat more scrupulous Cicero, because, as Governor of Cilicia, the latter placed obstacles in the way of the execution of this leonine contract. Cicero himself pleaded eloquently the cause of the *insanum forum*, which answered to our Stock Exchange, in a speech on the Manilian law bearing a very close resemblance to the arguments brought forward at times in London, and still more in Paris, on behalf of the bondholders of foreign loans.

"It is one of the peculiarities of an administrative system which is honeycombed with corrupt practices, that accusations of corruption are sown broadcast, and when, as often happens, they are false, do almost as much harm as the corrupt practices themselves. This is what frequently happened of recent years in Egypt, and this is what happened in ancient times at Rome. Charges of corruption, often true, and also probably at times false, which were usually coupled with accusations of high treason, became a fertile source of wealth to the Treasury.

"That a vast improvement took place in the early days of the Empire cannot be doubted. Mr. Ferrero says that from the days of Augustus 'a wonderful economic prosperity began for the whole Empire.' It may perhaps be held by some that the stimulus thus given to material prosperity was dearly bought at the expense of founding a system of

government which arrested the progress of Hellenism, crushed out the nascent liberties of nations, and, to use an expressive phrase of Professor Mahaffy's, 'numbed the intellect of the world.' But I venture to think that a more reasonable, more correct, and more philosophic view to take is to surmise that the *Pax Romana* was a necessary phase through which the world had to pass before those moralising influences, which we owe mainly to the Jew and the Teuton, could be brought to bear on the destinies of mankind, and thus usher in a period when the arrested culture and humanity of the Hellene could exert their legitimate influence.

"Great, however, as were the reforms accomplished by Augustus and some of his more immediate successors, it must be admitted that they were, for the most part, of a purely administrative character. Notably, nothing was done to remove that great blot on ancient civilisation which has been justly termed by a recent scholarly writer (Mr. Paterson) the Nemesis of Nations. The Roman conscience, less sensitive than that of the Greek, was not much troubled by any scruples on the subject of slavery.

"Looking, however, at the matter from a purely administrative point of view, it may be said that the reforms only produced a partial effect, a circumstance which will not surprise those who, in modern times, have had practical experience of the enormous difficulties of eradicating a deep-seated evil, such as corruption, which is not condemned by the society in which the evil-doers mix. The abuses which Augustus strove manfully to combat, though greatly mitigated in intensity, still continued to exist. The harshness and oppression of republican times were rivalled, in the days of Commodus, by that Syrian Governor (Pescennius Niger) who aspired to be Emperor and lost his life in the attempt, and who, on being petitioned by the inhabitants of his province to accord some relief of taxation, brutally replied that he regretted that he could not tax the air which they breathed.

"If we turn to the spirit which, in the first instance, at all events, animated the merchant rulers of India and their agents, we cannot find much to gratify our national pride. The methods which they adopted did not differ very materially from those employed by the corrupt and rapacious officials of the Roman Republic. An interval of seventeen hundred years had not altered human nature.

"We now, indeed, know that Warren Hastings was a great statesman, and that a just or correct description of the administration over which he presided is not to be gathered from the inflated, if eloquent, diatribes of Burke, or the pungent and somewhat laboured witticisms of Sheridan. Nevertheless, even after making a liberal allowance for the exaggerations of rhetorical pleaders, it cannot be doubted that, at the close of the eighteenth century, the administration of India was bad, and that at a somewhat earlier period it was even worse. During the temporary absence from India of Clive (1760-1765)—a period which Sir Alfred Lyall says, 'throws grave and unpardonable dishonour on the English name'—many of the local officials of the East India Company, being under no effective legal or moral control, 'lost all sense of honour, justice, and integrity; they plundered as Moghuls or Marathas had done before them, though in a more systematic and business-like fashion; the eager pursuit of wealth and its easy acquisition had blunted their consciences and produced general insubordination.' So moderate a politician as Sir George Cornwall Lewis carried the full weight of the accusation to a later date. In the debate on the India Act of 1858, he said: 'I do most confidently maintain that no civilised government ever existed on the face of this earth which was more corrupt, more perfidious, and more capricious than the East India Company was from 1758 to 1784, when it was placed under Parliamentary control.' From the day when that control was established, matters greatly improved. The merchant rulers of India during their subsequent period of dominion may, and without doubt

did, make some mistakes, but the humane and statesmanlike spirit which animated their counsels is fitly represented by the noble lines written by Macaulay, and inscribed under the statue of Lord William Bentinck at Calcutta.

"It was not, however, until seventy-four years later that the adoption of the principle which lies at the root of all sound administration, and which in quite recent times has been flagrantly violated in Turkey, Egypt, and the Congo, was forced upon the rulers of India by the convulsion of 1857. That principle is that administration and commercial exploitation should not be entrusted to the same hands. State officials may err, but they have no interests to serve but those of good government; whereas commercial agents must almost of necessity at times neglect the welfare of the subject race in the real or presumed pecuniary interests of their employers. For the last fifty years, although errors of judgment may possibly be imputed to the rulers of India, more especially in the direction of a somewhat reckless adaptation of Western ideas to Eastern requirements, not a word of reproach can be breathed against the spirit which has animated their rule. However much those intentions may at times be challenged by the esurient youth of the day, whose mental equipoise has been upset by the institutions and training which they owe to their alien benefactors, the uprightness, the benevolence, and the sincerity of the rulers of India have been fully recognised by the wisest and most statesmanlike of the indigenous races.

"If we turn to the comparative results obtained by ancient and modern Imperialists, if we ask ourselves whether the Romans, with their imperfect means of locomotion and communication, their relatively low standard of public morality, and their ignorance of many economic and political truths, which have now become axiomatic, succeeded as well as any modern people in assimilating the nations which the prowess of their arms had brought under their sway, the answer cannot be doubtful. They succeeded far better. It is true that in the East they did so at the cost of losing

their national individuality. In that quarter 'they conquered the world only to give it to Hellas.' But in the West they left their own abiding mark on the destinies of mankind. They either Romanised the races who were at first their subjects and eventually their masters, or left those races to be the willing agents of their own Romanisation.

"A great deal has been said and written on the subject of the inability of modern European Powers to assimilate subject races. It is very generally held that this inability is especially marked in the case of the British. That there is some truth in this statement I will not deny. Our habits are insular, and our social customs render us somewhat unduly exclusive. These are characteristics which tend to create a barrier between the British and the more educated portion of the subject races, but they scarcely affect the opinions of the mass of the population. The Moslem, who, speaking about the English to Professor Vambéry, said, 'Black is their faith, but pure and blameless is their justice,' presented a phase of thought very common amongst Asiatics. Moreover, my own experience certainly leads me to the conclusion that the British generally, though they succeed less well when once the full tide of education has set in, possess in a very high degree the power of acquiring the sympathy and confidence of any primitive races with which they are brought in contact. Nothing struck me more than the manner in which young men, fresh from some British military college or university, were able to identify themselves with the interests of the wild tribes in the Soudan, and thus govern them by sheer weight of character, and without the use of force.

"I need not, however, dwell on this branch of the subject at any length, for, although the idiosyncrasies and special aptitudes of the different European nations count for something, the real truth is that, in a broad general view of modern Imperialism, this aspect of the question may be regarded as a detail. So far as I know, the only European people which have shown any powers of assimila-

lation in dealing with the indigenous races of Asia and Africa are the Greeks. Mr. Hogarth says, truly enough, in his work entitled *The Nearer East*, ‘the Greek excels all (others), being a Nearer Eastern himself.’

“No modern Imperialist nation has, however, shown powers of assimilation at all comparable to those displayed by the Romans. According to Dr. Livingstone, the only art the natives learnt after five hundred years’ intercourse with the Portuguese was that of distilling spirits from a gun-barrel. I am not aware that the Dutch have shown any particular genius in the direction of assimilation; indeed, the relations between the Dutch settlers and the natives of South Africa would seem to point to a directly opposite conclusion. The recent Belgian failure—due more to their ruler than to the Belgian nation—is notorious. Both Italian and American essays in Imperialism are of too recent a date to enable any conclusion to be drawn as to their results. The same may be said of German Imperialism.

“There remain Russia, France, and England.

“A very general idea prevails that the Russians possess special powers of assimilation with subject races. The latest and most competent witness on this subject is Professor Vambéry. He has visited Central Asia—that ‘den of Asiatic barbarism and ferocity,’ as he calls it. He fully recognises the improvements made by the Russians, but he scouts the idea that they possess any special aptitude for assimilation, and, although I am aware that he is regarded by the Russians themselves as a prejudiced witness, I see no reason to doubt the general accuracy of his conclusions. Differences of religion bar the way to intermarriage, and without intermarriage there can be no social equality or real fusion, any more than without a knowledge of the vernacular language there can be any intimate social intercourse.

“I turn to the case of the French. Has the genius of the most quick-witted and cosmopolitan nation in Europe been able to solve the problem? Apparently not. Some

trifling successes may, as in the case of Egypt, have been gained, but there has been no real assimilation, no effective fusion, of the ruling and of the subject races. A high authority (M. Boissier) speaks very decisively on this subject. After paying a well-deserved tribute to the material progress effected under French auspices in Algeria, he goes on to say that in one respect the policy of his countrymen has been a complete failure. They have not gained the sympathies of the natives. There has been nothing approaching to a fusion. The two races live in different and even hostile camps. The Romans, he thinks, succeeded better.

“Lastly, how does the matter stand as regards ourselves? We have endeavoured to be as elastic as the somewhat cast-iron dogmas of Western civilisation admit. Save in dealing with some exceptionally barbarous practice, such as Sati, we have followed the example of Rome in respecting local customs. Indeed, it may be doubted whether we have not gone too far in this direction, for we have often stereotyped bad custom, and allowed it to assume the force of law. We have not interfered seriously with the practice of infant marriages. Save in respect to slavery, we have left intact the personal law of both Hindoos and Mohammedans, albeit that in both cases the codes were drawn up centuries ago to suit the conditions of primitive societies. But in spite of these, and other illustrations of a like nature which might be cited, do not let us for one moment imagine that we have not been innovators—and, in the eyes of the ordinary conservative Eastern, rash innovators. Freedom of contract, the principle of *caveat emptor*, rigid fixity of fiscal demands, the expropriation of land for non-payment of rent, even the commonplace Western idea that a man must be proved to be guilty of an offence before he can be punished, are almost as great innovations as the principle of representation accompanied by all the electoral paraphernalia of Europe. These divergent habits of thought on economic, juridical, and administrative questions have

served to enhance the strength of the very formidable and elemental forces, such as differences of religion and colour, which are ever tending to sunder the governing race from that which is governed. There has been no thorough fusion, no real assimilation between the British and their alien subjects, and, so far as we can now predict, the future will in this respect be but a repetition of the past. *Fata obstant.* The foundations on which the barrier wall of separation is built may be, and, without doubt, to a certain extent, are the result of prejudice rather than of reason; but, however little we may like to recognise the fact, they are of so solid a character, they appeal so strongly to instincts and sentiments which lie deep down in the hearts of men and women, that for generations to come they will probably defy whatever puny, albeit well-intentioned, efforts may be made to undermine them.

"From this point of view, therefore, British Imperialism has, in so far as the indigenous races of Asia and Africa are concerned, been a failure. But we need not lay our want of success too deeply to heart. We need not, in a fit of very uncalled-for national depreciation, think that we have failed where others might and probably would have succeeded. The very contrary is the case. We have failed, not because we are Englishmen, Scotchmen, or Irishmen, but because we are Westerns. We have failed because the conditions of the problem are such as to render any marked success impossible. No other modern European nation has, in any substantial degree, been more successful than ourselves, and, moreover, no other European nation has ever had to deal with the problem of assimilation under difficulties at all comparable to those which the British have had to encounter in India. The Asiatic and African subjects of France and Russia are Moslems. Five-sixths of the population of India are Hindoos, and the remaining sixth are Mohammedans who have adopted that portion of the Hindoo caste system which elevates association in the act of eating and drinking to the dignity of a religious

practice. Thus a very formidable barrier to unrestrained intercourse exists in India which is unknown in countries whose people hold to a less socially exclusive creed.

"The comparative success of the Romans is very easily explained. Their task was far more easy than that of any modern Imperial nation.

"In one of those bold and profound generalisations on Eastern politics in which he excels, Sir Alfred Lyall has very truly pointed out that the Romans only had, for the most part, to deal with tribes. It was Christianity and its offshoot, Islam, that created nations and introduced the religious element into politics. Now, in the process of assimilation, the Romans easily surmounted any difficulties based on religion. The easy-going polytheism and pantheism of the ancient world readily adapted itself to changed circumstances. The Phoenician Goddess Tanit became a *Dea Caelestis* in the person of Juno, Venus, or Minerva. Alexander Severus wished to erect a temple to Christ on the Capitol of Rome, and Hadrian scattered places of worship to 'unknown gods' broadcast through his wide dominions. Thus, religion, far from hindering, aided the work of assimilation.

"Far different has been the situation in more modern times. Alone amongst Imperialist nations, the Spaniards endeavoured to force their faith on their reluctant subjects, with results that contributed to their own undoing. In all other cases there has been toleration, but no proselytism—or, at all events, no official proselytism. That toleration has, indeed, been at times pushed so far—as in the case of the tacit acquiescence at one time accorded to the savage rites of Juggernaut—as to strain the consciences of many earnest Christians. Toleration, however, is, from a political point of view, but a poor substitute for identification. It does not tend to break down one of the most formidable obstacles which stand in the way of fusion.

"It is especially worthy of note that, in the only case in which the Romans were brought in contact with an

un-assimilative religion, their failure was complete. The stubborn Jew, who demurred to paying tribute to Caesar, not because the amount was excessive, but because the act of payment was godless, was not to be conciliated because, by the command of the Emperor Augustus, ‘the smoke of the sacrifice of a bullock and two lambs rose daily in their national sanctuary to the “Supreme God,”’ or because, in deference to Jewish iconoclastic sentiments, the Roman soldiers, when on service at Jerusalem, were ordered to lay aside their standards, on which the effigies of the Emperors were inscribed. Conciliation and cruelty—tolerance, even extending to a recognition of the God of the Jews, and brutal intolerance—proved equally in vain. In this case the Romans had to deal with a modern problem. They succeeded no better than modern Imperialists. The Jews were vanquished and dispersed, but they were never assimilated.

“Religion is not the sole obstacle which now prevents the operation of that most potent of assimilating influences, intermarriage. Antipathy based on colour also bars the way. The Romans had no such difficulty to encounter. M. Boissier gives some examples based on the ancient epitaphs found in Numidia to show that intermarriage was not uncommon. Such cases are now of extremely rare occurrence in countries where races of different colour and religion are brought in contact with each other. It is natural that they should be so, for, apart from other reasons, the European woman will generally resent union with the Eastern man, who is polygamous, whilst the seclusion of women in the East offers an almost insuperable obstacle to the counter-case of the European man being attracted by the Eastern woman.

“I turn to another point. There were practically only two languages in use in the ancient world—Greek and Latin. Greek held its own in the East. In the West it was the language of philosophy, and, to a certain extent, penetrated, as an instrument of general use, into the upper

ranks of society. Suetonius gives a letter from Augustus to Livia which is a curious jumble of Greek and Latin. In the West there was no need for Rome to impose her language on those whom she had conquered. The inhabitants of Gaul and Spain spontaneously adopted this special form of Romanisation. They were eager to learn Latin, and to cast aside their barbaric names. It cannot be doubted that the use of the Imperial language materially aided the work of Imperial assimilation, for Latin was not merely used by scholars and by men of high education. It soon became the language of the people.

“ Modern Imperialist nations have sought to use the spread of their language in order to draw political sympathy to themselves. This has been notably the case as regards the French in the basin of the Mediterranean, and—though perhaps less designedly—as regards the English in India. I do not think that either nation is likely to attain any great measure of success in this direction. They will certainly be much less successful than the Romans. Neither in French, British, nor—I think I may add—Russian possessions is there the least probability that the foreign will eventually supplant the vernacular language. In India, only ninety men and ten women in every ten thousand of each sex read and write English. There does not appear the least prospect of French supplanting Arabic in Algeria. In direct opposition to the case of the Romans, who had to deal with conquered races who eagerly adopted the language of their conquerors, modern Imperialist nations have to deal with national sentiments which often cluster round the idea that the extrusion of the vernacular language should be stoutly resisted.

“ The importance of this question is not, however, altogether to be measured by the number of individuals who learn the foreign tongue. A further question has to be considered. With what object do the educated classes amongst the subject races acquire the linguistic knowledge? To what uses do they turn it when it is acquired?

“ The stimulus, whether in ancient or modern times, has

manifestly been self-interest. The Gaul and the Spaniard wished to rise to high positions in the service of Rome, and, before they had been Romanised for long, they were able to do so. The native of India is even now complaining in shrill tones, and, in some cases, not without a certain amount of reason, that the opportunities accorded to him for rising are insufficient. But, when we turn from the original motives which impelled the ancient and the modern respectively to acquire the linguistic knowledge, to the use to which it is applied when acquired, the analogy ceases. Rather may it be said that there is a remarkable contrast. For the knowledge of Latin did not serve as a solvent. On the contrary, it knit the subject race to its conquerors, and, if it eventually helped to invert the parts which had heretofore been played, the result was due to a variety of causes, and not to any wish to subvert that Empire in which the Romanised Provincial took no less pride than the true Roman. Can the same be said of any of the Asiatic or African races who, being the subjects of modern European Powers, have learnt the language of their rulers? I fear not. The bond of a common, if on one side acquired, language, is, in fact, much too brittle to resist such powerful dis-solvent forces as differences of religion and colour, which are constantly acting in the direction of disunion. I have already alluded to the sentiments entertained by the natives of Algeria towards the French. In Central Asia the first feeling of relief at the displacement by the Russians of the cruel and corrupt government of former times speedily gave way to 'a general feeling of discontent.' 'The natives began to show a preference for Mohammedan rule.' The case of India is especially strong. Here, of a truth, we have—to use a metaphor which Byron borrowed from a Greek source—been sedulously nursing the pinion which is impelling the steel into our own breasts. For more than half a century we have, perhaps unavoidably, been teaching English through the medium of English literature, and that literature, in so far as it is historical, may easily be

perverted from a disquisition on the advantages of steady progress achieved by a law-abiding nation into one which eulogises disrespect for authority, and urges on the governed the sacred duty of throwing off the yoke of unpalatable governors. Can we be surprised if we reap the harvest which we have ourselves sown?

"My own experience in this matter confirms the conclusion to be derived from evidence of a more general nature. That conclusion is that the great proficiency which individuals amongst the subject races of the modern Imperial Powers often acquire in some European language in no way tends to inspire political sympathy with the people to whom that language is their mother tongue. Language is not, and never can be, as in the case of Ancient Rome, an important factor in the execution of a policy of fusion where divergence of religion and colour bars the way. Indeed, in some ways, it rather tends to disruption, inasmuch as it furnishes the subject races with a very powerful arm against their alien rulers. The writers in the *Indian Sociologist* who advocate political assassination possess considerable facility of expression in a style of English which is somewhat turgid and bombastic. The defence put forward at the trial of the wretched youth who, but recently, murdered Sir Curzon Wyllie, was composed in English, and was not wanting in eloquence.

"I turn to another point which does not bear directly on the question of fusion, but is highly worthy of note in any consideration of the difficulties which lie in the path of the modern as compared to the ancient Imperialist. I have already mentioned that a few faint traces of the modern spirit of humanitarianism are to be found in Roman historical records. But in spite of these occasional, and, in pagan days, not very convincing humanitarian symptoms, nothing approaching to the modern 'ethical process,' as it has been termed by Professor Huxley, was ever applied by the Romans to the treatment of political and social questions. Even if they had the will, they certainly did not possess

the scientific knowledge which would have enabled them to arrest or mitigate the cruel operations of Nature. In ancient times, famine and preventable disease must have swept millions of persons prematurely into the grave. Neither, until of recent years, when the beneficent Imperialism of modern times was brought to bear on the subject of preserving human life, was any great improvement effected. The mortality during the great famine in Bengal from 1769 to 1771 has been variously estimated at from three to ten millions. We know that in quite recent times the population of the Soudan was reduced, under the inefficiency and barbarities of Dervish rule, from over eight and a half to less than two millions. Nowhere does the policy of modern differ more widely from that of ancient Imperialism than in dealing with matters of this sort. The modern Imperialist will not accept the decrees of Nature. He struggles manfully, and at enormous cost, to resist them. In the case of disease he brings science to his aid, and, in the case of famine, his resistance is by no means ineffectual, for he has discovered that Nature will generally produce a sufficiency of food, if Man can arrange for its timely distribution.

"The policy of preserving and prolonging human life—even useless human life—is noble. It is the only policy worthy of a civilised nation. But its execution inevitably increases the difficulty of government. In India it has in some provinces produced a highly congested population, and it has thus necessarily intensified the struggle for life of the survivors. We have at times heard a good deal of what is called the impoverishment of India. It has been attributed by hostile critics to many causes, with some of which I will not now attempt to deal, as they are foreign to the subject I have in hand. But of this I am well convinced, that whatever impoverishment has taken place is much more due to good than to bad government. It is largely attributable to a beneficent intention to deliver the people of India from war, pestilence, and famine. No

such intention ever animated the Imperialists of Ancient Rome, or, in more modern times, the indigenous rulers of Asiatic States.

"I have thus dwelt on some of the more salient features which differentiate the task of the modern from that of the ancient Imperialist. To these may be added the fact that Rome was without a rival. The *opes strepitusque Romae* overshadowed the whole known world. Great Britain, on the other hand, is only one amongst several competing Imperialist Powers, to whom it is conceivable that British dependencies might be drawn by self-interest, partial community of race, or other causes. Further, as Guizot has pointed out, the old civilisation presented problems for solution of a relatively simple character, whilst those which European civilisation has to face are infinitely varied and complex. If these considerations are borne in mind, there can be no difficulty in understanding why the Romans, in some directions, at all events, gained an apparent success which has been denied to their Imperialist successors.

"I use the word apparent with intention, for, in fact, was the success real? The answer to that question must depend on the main object which it is held that an Imperialist policy should seek to attain. If, at any period, either during the Republic or the Empire, the question of *Quo vadis* had been propounded to a Roman Imperialist, I do not conceive that he would have found much difficulty in giving an answer. He would have said that he wished, above all things, to maintain his hold over the provinces, either because they were profitable, or because he feared the consequences which might result to the Empire from their abandonment; that he did not particularly wish to interfere with local institutions more than was necessary; that, rather against his will, he had been obliged, in some cases, to extinguish them, as their continued existence had been found, in practice, to clash inconveniently with the necessities of his Imperial policy; and that the liberality of his intentions was strongly exemplified by his treatment

of the Greeks, whom he had not endeavoured to Romanise, partly because it would have been extremely difficult to do so, and partly because, although he did not much like this mercurial nation, he nevertheless recognised that the sort of intellectual primacy which they enjoyed rendered it both necessary and justifiable to accord to them some special treatment. But he would have added that the last thing in the world he intended was to put into the heads of the provincials that, by copying Rome and Roman customs, they would acquire a right to sever their connection with the Empire, and to govern themselves; in fact, that his central political conception was not to autonomise, but to Romanise, or at least Hellenise, the world.

"What answer would the modern Imperialist give to the question of *Quo vadis*? I do not think that the Frenchman, the Russian, the German, or the Italian, if the question were put to any of them, would be much more seriously embarrassed than the ancient Roman to find an answer. Each would reply that his intention was to civilise his alien subjects, but in no way to relax his hold over them. But what would be the reply of the leading Imperialist of the world, of the Englishman? He would be puzzled to give any definite answer, for he is, in truth, always striving to attain two ideals, which are apt to be mutually destructive—the ideal of good government, which connotes the continuance of his own supremacy, and the ideal of self-government, which connotes the whole or partial abdication of his supreme position. Moreover, although after rather a dim, slipshod, but characteristically Anglo-Saxon, fashion, he is aware that Empire must rest on one of two bases—an extensive military occupation, or the principle of nationality—he cannot in all cases quite make up his mind which of the two bases he prefers. Nevertheless, as regards Egypt, he will—or, at all events in my opinion, he should—reply without hesitation that he would be very glad to shake off the Imperial burden, but that, at present, he does not see much prospect of being able

to do so. His Indian problem is much more complex, and presents difficulties unknown to the Imperialists, whether of the ancient or of the modern world.

"Consider what has happened in India. The most practical and energetic of Western has been brought into contact with the most contemplative of Eastern nations, with the result that old ideals have been shattered, and that the very foundations on which the edifice of society rests are in process of being undermined. On what foundations is that edifice to be rebuilt? The idea that haunts the minds of a very few Westerns, and of a larger number of Orientals, that native society, whether in India or in other Eastern countries, can be reconstituted on an improved native model, is a pure delusion. The country over which the breath of the West, heavily charged with scientific thought, has once passed, and has, in passing, left an enduring mark, can never be the same as it was before. The new foundations must be of the Western, not of the Eastern type. As Sir Henry Maine very truly remarks, the British nation in India 'cannot evade the duty of rebuilding upon its own principles that which it unwittingly destroys.' The most salient and generally accepted of those principles is unquestionably self-government. That must manifestly constitute the corner-stone of the new edifice. There are, however, two methods of applying this principle. One is to aim at eventually creating a wholly independent nation in India. The other is gradually to extend local self-government, but with the fixed determination to maintain the supreme control in the hands of Great Britain. It cannot be doubted that the aspirations of a considerable section amongst the educated classes of India now point in the former of these two directions. Speaking only of those who profess the Hindoo religion, their opinions may differ as to the time which should elapse before those aspirations can be satisfied, but, so far as I can judge from recent discussions, the only difference between the extremists and moderates is that, whereas the former wish

to precipitate, the latter would prefer to delay, the hour of separation.

"If India were a single homogeneous nation, the execution of a policy of this sort might perhaps be conceivable. But it is nothing of the kind. In the last Census no less than one hundred and forty-seven distinct languages were recorded as vernacular; and I find, on examining the detail, that, if account be taken only of the languages spoken by communities of more than a million people, two hundred and seventy-six millions speak twenty-three different tongues.

"If now we turn to the question of diversity of religions, we find that besides a sprinkling of Parsees, Christians, and Buddhists, there are sixty-two and a half million Mohammedans, of whom some, though their creed is that of Mohammed, have adopted Hindoo forms and ceremonials. Two hundred and seven millions are classed as Hindoos, who are split up into an infinite number of sects.

"To speak of self-government for India under such conditions is as if we were to advocate self-government for a united Europe. It is as if we were to assume that there was a complete identity of sentiment and interest between the Norwegian and the Greek, between the dwellers on the banks of the Don and those on the banks of the Tagus. The idea is not only absurd, it is not only impracticable; I would go further, and say that to entertain it would be a crime against civilisation, and especially against the voiceless millions in India whose interests are committed to our charge. The case is well put by a very intelligent Frenchman who visited India a few years ago. 'The question,' he says, 'is not whether England has a right to keep India, but rather whether she has a right to leave it. To abandon India would, in truth, lead to the most frightful anarchy. Where is the native Power which would unite Hindoos and Moslems, Rajputs and Marathas, Sikhs and Bengalis, Parsees and Christians, under one sceptre? England has accomplished this miracle.'

"As a result of the discussions which have recently taken

place in connection with Indian affairs, it has been decided—I think on the whole wisely, though I entertain some doubts in respect to certain details—to associate natives of India to a greater extent than heretofore with the executive government of the country. It has also been decided to go at one bound to greater lengths than appear to me to be wise in the direction of effecting legislation through the machinery of representative bodies largely composed of elected members. It is now useless to hazard any conjectures as to what consequences will be produced by these bold experiments. We must await the result with what patience we may. But there is one note which was slightly struck in the course of the discussions, and to which it will perhaps not be superfluous to allude. Some Englishmen appear to think that our duty lies in the direction of developing self-governing principles all along the line, and that we must accept the consequences of their development whatever they may be—even, I conceive, to the extent of paving the way for our own withdrawal from the country. I do not say that any Englishman would regard this final conclusion with pleasure; but possibly some would be inclined to accord complacent acquiescence to what they would consider the inevitable. Within reasonable limits, I accept the interpretation of our duty. I do not conceal from myself that the consequences may be serious in so far that they may increase the difficulty of governing the country. But I altogether reject the extreme consequence of possible withdrawal. I deny that such an ultimate result will ever be inevitable—at all events, within any period of which we need at present take account—unless we ourselves weakly acquiesce in the inevitability. Let us approach this subject with the *animus manendi* strong within us. It will be well for England, better for India, and best of all for the cause of progressive civilisation in general, if it be clearly understood from the outset that, however liberal may be the concessions which have now been made, and which at any future time may be made, we have not the smallest in-

tention of abandoning our Indian possessions, and that it is highly improbable that any such intention will be entertained by our posterity. The foundation stone of Indian reform must be the steadfast maintenance of British supremacy.

"In this respect something of the clearness of political vision and bluntness of expression which characterised the Imperialists of Ancient Rome might, not without advantage, be imparted to our own Imperialist policy. Nations wax and wane. It may be that at some future and far distant time we shall be justified, to use a metaphor of perhaps the greatest of the Latin poets, in handing over the torch of progress and civilisation in India to those whom we have ourselves civilised. All that can be said at present is that until human nature entirely changes, and until racial and religious passions disappear from the face of the earth, the relinquishment of that torch would almost certainly lead to its extinction."

Rev. Dr. A. C. HEADLAM.—"First, I welcome the Classical Association to King's College. We are very glad, to the best of our ability, to place our rooms at your disposal. Personally, I welcome you here very much as one who believes, and believes profoundly, in classical education at a place where classical studies have rather a struggle against modern subjects. I will only say two things in that connection which will perhaps be of some consolation to you : I have been able here to study largely the result of a non-classical education ; and I am more profoundly convinced than ever of the merits of a classical education. How far it may be possible to extend, how far it may be possible to preserve it, I will not discuss now ; but I have seen how very disastrous, I might almost say, in many of the cases, is the system of modern education, even when it is expounded in rather an able manner. If a man is not clever he seems to learn little from the modern education ; and if he is clever you feel what an enormous amount he has missed. In certain directions, in the training particularly of our future teachers, I am sure that the modern system is entirely wrong. I am only putting this

forward as my personal opinion ; but it is one which has impressed itself upon me by the circumstances in which I find myself.

" And secondly, and this also will give you consolation, I find, I think, a growing expression of opinion amongst our scientific teachers, that the pupils that they prefer to teach are those who have had a good old-fashioned English education ; and that however much time they may desire should be given to scientific, engineering, and technical studies after students come to the universities, yet they should come there with a good linguistic and historic training.

" But I have another and still more pleasant duty, and that is to express on behalf of all of us our thanks to Lord Cromer for his profoundly interesting address. We welcome him as one who has himself played a very important and very difficult part in Modern Imperialism ; for he has had to govern on behalf of this country in probably the most difficult situation that could be created. And he has governed there, in the opinion of every thoughtful person throughout the world, with extraordinary success. I remember myself travelling from village to village in Egypt for six months one winter shortly after the British occupation, when that was so new a thing that the people could remember what had been before and could know what they were then enjoying ; and I was enabled then to judge from the mouths of the village people what they thought the occupation had accomplished. The difficulties of Imperialism grow, as Lord Cromer has mentioned, with its success ; but nothing can obliterate the impression made upon my mind of what I heard there and of what I saw. We welcome Lord Cromer as a great exponent of Modern Imperialism. We welcome him also as a wise teacher of Political Statesmanship, a teacher who has drawn his inspiration from the study of human life in many directions, in the ancient world as well as in the modern world. And I think we ought all to be particularly thankful for his address, because it has reminded us of that which sometimes, it seems to me, is too much forgotten at the present day. Do we remember that all our great statesmen of the past learnt their political wisdom and their statesmanship from the classics ? At the present time archæological interests abound to an extent that

to the minds of some people may seem excessive. There is no one who is fonder of classical archæology than myself, or gets more interest in his leisure moments from it ; but I deprecate and I feel very strongly that there is a tendency, on the educational side, to overdo it, and to attach too much importance to the smaller issues of life. What we want to remember is that in the ancient world you have in a small compass, and in a finished condition, a great picture of political life ; and I believe from the politics, from the political oratory, from the political philosophy, and from the finished exposition of a period of civilisation, that there you get the greatest and best place for the training of the modern statesman. You get it for two reasons. The first is that the ancient world is complete and finished—you can see things working out to their absolute conclusion ; and the second reason is, that the issues were comparatively simple. Our modern life is too complex for us to be able to learn from it, at any rate when we are young. In the ancient world the issues were often crudely simple ; you can see the effects working rapidly and clearly to their conclusions.

“ Now at the present moment there is a tendency to make the training for politics technical. No doubt it is necessary that it should be technical to a large extent, for political life at the present time is very complex. The actual machinery of politics is hard to learn ; but I am quite certain, from looking at the study of and training in administration as it is represented in an institution very near to this place at the present time, that the technical study of economics in all its forms may lead to good administration, but it will not lead to good statesmanship. In whatever direction I look at modern politics, I believe it is in the highest wisdom that makes the statesman that there is a great defect ; and I believe you can correct that by the thoughtful study throughout life of the issues of political action as they are represented in the ancient world. It is for that reason that I think we are all believers in the supreme value of the life of the ancient world on all sides for educative purposes. For that reason, particularly, Lord Cromer, we welcome your address to-day ; and we believe that it will be read far and wide by many who do not take any particular interest in the Classics, but who take great interest in Imperialism ; and we hope all

those people who are disturbing our academic calm by noisy demands for our support, to whichever side they belong, will read and ponder upon what he has written.

"I beg, therefore, to move a vote of thanks to Lord Cromer for the profoundly interesting address that he has given us."

Mr. T. E. PAGE.—"Ladies and Gentlemen, I always feel that to second a vote of thanks is rather an idle task; and I think it is doubly so to-day after listening to the admirable remarks which the Principal of this College, with a finish which is characteristic, I think, of those who bear his name, has addressed to us, and which you have received with such enthusiastic applause, in thanking Lord Cromer for that Presidential Address which we have all heard with so much pleasure. And for myself, if I did not somewhat fear the unhappy tendency of classical students to put an unnatural meaning even on simple words, I should perhaps venture to congratulate the Classical Association on having found so excellent a successor to Mr. Asquith.

"I confess, however, that while I listened to Lord Cromer I was somewhat struck by his audacity. He said he was going to speak here as 'a Politician,' and yet I thought that about twenty-four hours ago there was a special Order issued by His Majesty for, shall I say? the muzzling of Peers! And yet here he is, a Peer as you know, and what is worse a Pro-Consul, addressing a large assembly of people, some of whom have votes, some of whom, I gather, desire votes, on a subject of such political importance and so undemocratic as Imperialism.

"The word Imperial, we all know, has during its long history of two thousand years been chiefly associated with tyranny, with the lust of power, and with military aggression. In modern times 'to think imperially' is a phrase—well, it comes from a source which perhaps one ought not to mention in a non-political assembly; and the adjective 'imperial' is a word, I think, which has never been really popular except when it indicates a universal and democratic preference for an imperial to a reputed pint!

"Ladies and Gentlemen, we welcome Lord Cromer here to-day, because he is the very type and pattern of those great Englishmen who in these later days have given to the word Imperialism a new and a nobler meaning. He is one of those pro-consuls who leave a province not despoiled but richer and happier than

they found it. And even if he has the disadvantage of being a peer, I do not think his distinguished predecessor would grudge the power of speaking at any time, either here or in the councils of the nation, to one who owes his title, not to the unhappy accident of birth, but to lifelong service to a people which, with the dumb and uncomplaining patience of the East, has borne for sixty centuries the yoke of an almost intolerable oppression. Such men speak with a voice which is never out of season ; and among all that flood of oratory which will assail us during the coming week, I venture to think that there will be no speech delivered which will contain matter of more real political worth, or on which every elector of this country would more wisely ponder, than the address to which we have listened this morning.

“ For, Ladies and Gentlemen, it is assuredly on the spirit and the temper in which our countrymen interpret the word ‘ Empire,’ in which they face its duties and its responsibilities, that the welfare, the credit, and I might almost say the existence of our race in the future must depend. It is an Empire without parallel in history. Lord Cromer has pointed out to you that its population and extent exceed by fourfold that of the Roman Empire ; and he has pointed out to you that the problems with which we have to deal are infinitely more complex, and that in dealing with them we have to be guided by motives more humane and less simple than those which guided the imperialists of old. Their method was simplicity itself. The Romans never fretted their highest House of Parliament with any silly discussions about Budgets. ‘ There went out a decree from Cæsar Augustus that all the world should be taxed.’ That was their simple method, while I venture to think that they collected their taxes with a determination which even our next-door neighbours cannot exceed. The Roman imperialist had, to use Lord Cromer’s phrase, exactly that ‘ clearness of political vision,’ and that ‘ bluntness of expression,’ which made his path a very easy one. ‘ Obedience, or the sword,’ was the imperial maxim, which even the tender spirit of Virgil bade his countrymen always remember, and even the beauty of his verse cannot disguise the harshness of the thought, while Lord Cromer has pointed out to you that one of the wisest Roman governors of this country desired to remove from our forefathers ‘ the very sight

of liberty.' Ours, therefore, is the harder and higher task, just because there is, I think, in every English heart a deep desire that every foot of British soil should also be the seat of British freedom. In dealing with our self-governing colonies we have made that imperial dream a living reality : we have in our relation to them accomplished that which to the ancient was a paradox—the union of Empire with freedom. But in dealing with Egypt, in dealing with India, in the treatment of races alien to us in blood and colour, alien in all their habits of life, in all their modes of thought and in their religious belief—how are we to apply those principles of liberty ? We cannot go back ; how are we to go forward ? The problem is of the hardest. Lord Cromer has addressed himself to it to-day ; yet he, the wisest of us, and the most experienced man in England on that subject, does not venture to solve it. But at least we can lay to heart the wise and weighty words in which he has put before us the difficulties and dangers which, if we are to succeed, we must surmount ; and I do venture to think that that problem will ultimately be solved so long as we possess in our public servants men possessed of the courage, the conduct, and the capacity which are equal to his own. That is the one thing which makes me look forward with confidence to the future and to the solution of the hardest of all problems, the union, in dealing with subject and alien races, of Empire with Liberty.

" Well, Ladies and Gentlemen, leaving these high topics which are beyond me, I should like to say one final word of a more personal character. In this distinguished company, and surrounded as I am by many gentlemen who possess so many letters after their names that they almost rival Lord Cromer himself, perhaps the task I have undertaken ought to have been committed to other hands than those of the simple schoolmaster, and yet I do think that there is something peculiarly fitting in its being so placed. There are many here, men and women like myself, who in the quiet of the classroom live laborious lives, bearing with such fortitude as they may the general contempt which has in all ages attached to their calling, and also that special ignominy with which a commercial world regards those who talk about dead languages and a forgotten past instead of teaching their pupils how to order a good dinner in a Paris

restaurant ! And yet they are men and women who, for it has been the privilege of my life to know hundreds of them, do retain high ideals of duty, who can and do love literature without becoming pedants, and I say in their name, in the name of these humble workers in the field of learning, that the gratitude which they feel to the President for the encouragement and example which they receive from him, is a deep and lasting one. To hear you, Lord Cromer, to recall your constant love of the Classics, to read your racy renderings from the Greek Anthology, and even to think of you, perhaps, as sometimes studying the conjugation of *τύπτω* in the intervals of governing a province —these are things which put us in better heart ; they give us new hopes ; we hold up our heads ; we look a scornful world more boldly in the face, and—we thank you.”

LORD CROMER.—“ May I say that I was rather apprehensive about addressing an audience of such learning as this I see before me ; but your kindly reception has entirely removed any anxiety upon that score. I should like also to say that I do think that if, and it may be because, classical education is kept a part of our national studies, it is a most desirable thing that people like myself, who do not pretend to be scholars, should show the whole world that the idea which is sometimes prevalent that scholars form a class by themselves is the greatest nonsense in the world. Classical learning, like every other learning, is meant for every-day use ; and it equips a man for any kind of work, and particularly for the work of the politician and administrator. I have been warned by Mr. Page that I am trespassing on political subjects, partly because this is a non-political meeting, and partly because Mr. Page says I have been muzzled. But I think, without infringing, I may pass on a classical suggestion to the men of both parties. I think it would not be a bad thing to have a leaflet sent out containing a very remarkable ode of Pindar’s in which he advises everybody to forge their speech on the anvil of truth.

“ It will be a great pleasure to me if the short address I have made on Imperialism shows some people the responsibility which the possession of this Empire involves, and the manner in which we should meet that responsibility.”

12.30 p.m.

Professor RIDGEWAY.—“I have the utmost pleasure in moving: ‘That a University Matriculation Examination in Latin should comprise as obligatory parts, in both of which Candidates are required to satisfy the Examiners, (a) Set Books, with questions arising out of them, as large a choice of books as possible being left to the Candidates; (b) Unprepared Translation.’

“We know that certain Examinations have no Set Book, and there has been a strong feeling in the past in certain directions that the only way in which to examine students for Matriculation was to abolish the Set Book in order to prevent cramming, and to provide instead unseen passages for translation. There were many of us who felt that this would lead to a system of reading up snippets. Our predictions have been unfortunately realised; and this Resolution is a protest against that form of test which was brought in with the very best intention by many of our brethren and leading teachers in the Universities. As regards the importance of a Set Book, I would like to say a few words. If you give pupils merely snippets out of various books, passages likely to be set, you are simply not affording them any mental training whatsoever. You are encouraging them in a certain shrewdness in making out passages and giving them some slight training in logic; moreover, a shrewd master comes to know in the course of years what sort of passages are likely to be set: it is possible then that the student may have seen before the passage given in the examination paper, and so in translating it gains credit for ability in the eyes of the examiner which he may not altogether deserve. What is the real virtue of a classical education if it is not to get an understanding of some of the great masterpieces of antiquity? I think myself, then, it is vital that a student should be compelled to go through the whole of a book of some author, mastering its difficulties from beginning to end; for that will lead up to the student getting a literary feeling for the ancient studies. You do not want a student to go out into the world having in his mind a mere collection of rags and tags and nothing else; you want him to go out with his mind filled with the glorious images and wisdom derived

from the masterpieces of classical literature. But that advantage is lost by having a system of examination in which you simply have these excerpts as test passages. I want to emphasise this, however, that what we propose does not exclude the other system of having ‘unseen passages’; for these as well as the Set Book complement each other. If the grammatical questions are well chosen in regard to the Set Book, then an efficient test is provided in regard to the student’s knowledge of grammar, accidence, syntax, and so on. As one who has taken a considerable part in the hard battle to preserve classical studies in the Universities, especially at Cambridge, perhaps I may say that I asked my science friends as to what they considered was the cause of the dislike of Classics. Eventually that ridiculous grammar paper at the previous Examination was abolished on account of a petition got up by Professor Bateson and myself, and then the grumbling against Greek died away almost entirely at Cambridge. The next complaint was that they were kept too long at Grammar. They were delighted when they got to a Greek book or to a Greek play. As to Thucydides or Livy they would add, ‘I liked that immensely; that was good stuff.’ Well, I got a whole collection of answers like that from my science friends. But you are going to aggravate those old objections to classics in the minds of ordinary men, who are not going to be classical scholars, by the system which it is the intention of this Motion to bring to an end. In order to keep these men attached to you, in order to give them a real insight into a knowledge of the classics, in order to breathe into them the breath of life which comes from a classical education, you must bring them face to face with the Humanities, and that can only come by making them stick closely to certain books. It is for that reason that I have the utmost pleasure in moving this Resolution.”

Professor CONWAY.—“My Lord, Ladies and Gentlemen, I may perhaps be pardoned for trying to explain briefly the circumstances under which this Resolution comes before the Association, so that you may see at once the urgency and the gravity of the proposal. It is not advanced *apropos* of nothing. It is forced upon teachers up and down the country by the serious position in regard to classical study—the great discouragement of the higher branches of classical study in schools caused by

the regulations of certain Universities. Those who are interested in the vital question of the proper method of school instruction in the Classics feel they must protest : the University of London simultaneously has struck out Latin from its list of fixed subjects for Matriculation, and has altogether abolished the Set Book as part of the Matriculation requirements. The coincidence of those two events is, I think, significant. It has happened that the Northern Universities in the Matriculation Examination have fought very hard for the retention of the Set Book side by side with an independent test in unprepared translation, but they have been confronted with the resistance of the University of London, which will not accept the Northern Matriculation as equivalent to the London Matriculation if any Set Book is included in the work that is done for the purpose. That is how we were brought face to face with the facts. The schoolmasters and schoolmistresses of that part of the country protest with one voice that to substitute mere practice in sight-translation of selected passages for the enlightening contact with some real work by a great author would ruin their teaching in schools. Considered as a test of knowledge of a language, the unprepared translation is satisfactory enough. But you do not rear things in the same way as you test them. To train boys and girls on mere snippets is an absolutely fatal method of teaching ; and in every case where schools have had a choice between a Set Book and unprepared authors, although the unprepared alternative demands less labour, they have chosen, with a sound instinct, the Set Book.

“ Now we say that it is not a right thing that a body of such influence as the University of London should issue a fiat discouraging the reasonable, humane study of classical literature in all the schools which it can influence ; and we think that the time has come when the Classical Association should speak in the name of teachers of Classics in the country, and beg the University to reconsider this point.”

Mr. E. N. GARDINER.—“ I should like to say a few words on this question from a schoolmaster’s point of view. For twenty years I have had to prepare a form of boys, averaging twenty in number, for the London Matriculation. During these years I have seen three types of examination. When I

began there was a long Latin book, a very long book, which could not possibly be crammed. After a few years the Set Book was shortened, and it became possible for a boy to learn it by heart. This seemed to me a change for the worse. Lastly, the Set Book was abolished, and to prepare boys for the present examination it is necessary to read a number of authors with a variety of style and vocabulary, and as Professor Conway has said, one is reduced to reading snippets. Most of the boys of whom I am speaking are going to be medical students. They are compelled to take Latin as a subject; but after passing their Matriculation they drop it entirely. For such pupils the present system is, in my experience, the worst of the three. Under the old system boys had at least the advantage of having read one good book, and they had a chance of learning something of Roman literature and history. Under the present system they learn a little grammar, and how to translate very simple Latin, and write very simple Latin sentences. It is little more than a grammatical training, and teaches neither history nor literature. Boys get more education from reading a book of Livy or a couple of books of Virgil, though they may not be able to do it in a very scholarly fashion, than they can possibly get from reading detached passages from Ovid, Caesar and other authors. For modern-side boys, therefore, whose classical attainments are not very high, the requirement of a Set Book appears to me most valuable. But with boys on the Classical side the case is somewhat different. Their standard is higher and they have read more, and a Set Book is for them less important. Moreover, the preparation for matriculation is commonly outside the school curriculum, and has to be provided by extra tuition. Hence the Set Book may be in practice a considerable inconvenience both to master and pupil. To meet such cases I should suggest as an alternative to the Set Book a more advanced paper in unprepared translation and composition."

Mr. J. W. HEADLAM.—“I would move that we adjourn the discussion. The whole question is far more complicated than appears on the surface. This Motion asks the Classical Association to intervene in a conflict between two Universities. There are occasions in which, from time to time, it might be desirable

for the Classical Association to make a formal Resolution of this kind ; but I think if that is to be done, it would require longer and more detailed discussion than is possible at this late hour of the morning."

Dr. DAWES seconded the proposal that the discussion should be adjourned.

Professor RIDGEWAY.—“There is no reason why we should not continue the discussion after lunch. There has been full notice given of the Resolution.”

Mr. POOLEY.—“It is rather a serious thing for the Classical Association, without knowing the views of the London University Examining Board, to pass a Resolution condemning their regulation. Unless, therefore, a Member of that Board is present, I would support the proposal that this discussion should be adjourned, and not only to this afternoon, but to the next Meeting of the Association.”

Rev. Dr. A. C. HEADLAM.—“I happen to be a member of the Matriculation Board of London, and intimately concerned with the whole of this matter ; and I think it would be better if the Classical Association would consider this matter without any regard to us. That is what we desire. Perhaps it would have been better if Professor Conway had not referred to what has happened ; but in so far as he has done so he has done so accurately. There are certainly two parties in the Senate of the University on this matter, and I doubt whether the practice of the University represents the views of the majority ; and it would certainly help if the Classical Association would say exactly what it thinks. Many of us wish to adapt the practice to what is believed by the experts to be the best system.”

The CHAIRMAN.—“Sufficient notice of this Motion has been given, and therefore the Association is in a position to vote upon it to-day. As to the objection just raised, I cannot think the Classical Association is precluded from putting a Resolution which seeks to amend the existing practice of any University. It is part of our business to guide the Universities and offer our suggestions. In several instances our Resolutions have led to the alteration of University regulations, and the Universities have been grateful for the lead. In a notable instance, that of the abolition of the Grammar Paper for Little-Go, the

reform followed on our proposal. Similarly, the Headmasters' Conference has adopted many of our Resolutions. Any arguments brought forward to-day will, no doubt, carry due weight."

It was then agreed that the discussion should be adjourned to the Afternoon Session.

2.30 p.m.

Mr. E. L. VAUGHAN.—“I venture to suggest that a few words should be added to this Resolution. It would then read—‘(a) Set Books, with questions historical and literary as well as grammatical arising out of them.’”

This amendment was approved by the Mover and Seconder.

The CHAIRMAN.—“We have four different suggestions to consider. In the scheme laid before us both the Set Book and the Unseen are obligatory. Next there is the London University Scheme, which I suppose no one will approve, by which the Unseen is obligatory and there is no Set Book. Then there is the Oxford University system, under which there is an option between the Unseen and the Set Book. And lastly there is the Cambridge University system, under which the Unseen is obligatory with either a Set Book or a further Unseen as an alternative.”

Mr. J. W. HEADLAM.—“I should like to make one or two short observations in addition to those which I made this morning and which were intended to show that this question is not quite ripe for solution. A few years ago, three or four years ago, there was an absolute consensus of opinion against the principle of Set Books. As we all know, and those who have to do with schools know quite well, the experiment of substituting for Set Books Unseen passages has not worked perfectly well. Any one who knows about schools, knows that the system of snippets is very bad; but I do not think that the question really is ripe for solution. For instance, take this point: one of the suggestions which has been made for dealing with this matter is that an examination of this kind should be based on passages selected from a larger portion of books of certain authors, as, for instance, from the first six books of the Aeneid; but that the passages set should always be only fairly easy passages; so that the boys or

girls should read as large a number as they could of the most interesting and instructive passages from that large portion. Under the present system, if you have a Set Book, the Set Book is always one or two books : therefore it means that the schools are obliged in studying Virgil to confine their attention to one or two books when you might like to make your pupils acquainted with portions from several books of the Aeneid. Take the case also of Caesar : the present English system of a Set Book requires that when pupils are entered for examination they shall have read, *e.g.*, the whole of the First Book of the Gallic War, that they should know this thoroughly and completely ; and those who are acquainted with the conditions of school life know that the corollary is too often drawn that they shall know that and nothing else. There is the alternative system by which you encourage boys, as in Germany, to read selected portions from several books of the Gallic War ; just as boys may be induced to read selected portions, where they could not be expected to read the whole, of Napier's *Peninsular War*. Well, I hold no brief for either system, but I should like to represent to the Association that the Resolution, if passed, might at the moment do a great deal of harm by imposing on schools a burden which all schoolmasters three or four years ago agreed was almost an intolerable burden. I should like also to refer to the distinction between the Matriculation Examination and the School Leaving Examination system. A Matriculation Examination seems to be in its nature a different thing from a School Leaving Examination ; it is possible that with the development of education in the future changes will be brought about in regard to these examinations by which this distinction will be recognised. Therefore I should venture to suggest to the Association that the question is perhaps not fully ripe for discussion."

The CHAIRMAN.—“Do you not think that the words ‘Set Book’ might include portions of Set Books ? The words ‘Set Book’ do not necessarily mean one Book ; they mean something set or prepared, something prescribed.”

Mr. HEADLAM.—“What I want to put before the Association is this—that the passages set for translation might be selected from comparatively extensive portions of certain authors. I think that a slight alteration in the phraseology might cover

that meaning. As people understand words the present phraseology would not ordinarily refer to what I have proposed, but there I am in the hands of the Association."

Rev. W. C. COMPTON.—“The question which Mr. Headlam has just raised is one which has been really before the Curricula Committee during the past year or so ; and a sub-committee, of which I was a Member, was told off to suggest a limited range of authors which might be recommended as affording suitable passages for extracts in Examinations for entrance to the Universities. We did not arrive at a definite conclusion because it was felt at the time by the Committee that there were other matters more urgent ; so it was left to stand over for some other day. Whilst not altogether agreeing with Mr. Headlam I should like to suggest what has been in the minds of some of us. The Entrance Examinations for the Universities I do not wish to distinguish from the School Leaving Examinations ; because I know that the Headmasters’ Conference feels strongly that all existing Entrance Examinations for Universities are more or less objectionable, and that Leaving Examinations or something of that sort would be better as a substitute. I do not therefore wish to distinguish the two ; but in any such examination as represents the final standard of a boy or girl at school—and the standard to which, therefore, they would be expected to attain before entering the University—in such examinations I would suggest that there should be a limited range of authors or of parts of authors beyond which the examination should not go. Questions might be set upon a choice of books within a certain range for subject-matter as well as translation ; and unprepared passages might also be selected from that range. Of course, the range would include a great deal more than the candidates would have prepared. It was only the other day that at the Headmasters’ Conference allusion was made to Set Books in such examinations as an extremely objectionable system. Everybody knows the effect of having a prepared book which a boy gets up in six weeks. He learns by heart the English translation ; and by acquiring a little facility in the alphabet—in the Greek alphabet—is able to piece the right translation on to the passage put before him. The objection to the Set Book is a strong one, that it leads to the six weeks’ cram, in which no

literary or any other advantage is gained, and we might be only going back in passing this Resolution to what has been done away with because it was open to serious objection. At the same time, I am not now opposing the Motion, I am in favour of the Motion; but its advantage must depend a great deal on what is the range of authors or the choice of books. If you choose only one book you will have the old danger return of mere cramming. But if a limited range of authors can be agreed upon, we might have a system which would be useful. But that will be a matter of detail in regard to the carrying out of the Resolution."

The CHAIRMAN.—"Would it meet the objection raised if the words are added—'Set Books or prescribed portions of authors?' But the particular question we are discussing is whether there should be Set Books or unprepared passages or both kinds of tests. It is a further matter what the nature of the test in the Set Books should be. That is what has been discussed just now. But the main point is whether you need both tests; personally I think you do. My own experience in the Scotch Universities has led me to that conclusion."

Professor RIDGEWAY.—"I feel as strongly as any one that you must not go back to the old Set Book alone; some other test in addition to that must be found. In the old days I used to teach in a University College and I had a good deal of experience with the students who came up, so I know the nature of the danger referred to. But you can counteract that evil by setting questions on accidence and grammar and so on. One reason why the old system was a failure was that the examination was so badly carried out."

Mr. P. N. URE.—"Why not add in the second part of the Resolution that the use of a dictionary be allowed for the younger boys?"

Cries of "No, No."

Miss FALDING.—"I have taught Latin in large Girls' Schools for a good many years; and I am strongly in favour of Set Books. I find that girls, with a certain amount of knowledge of Latin, gain facility in Unseen Translation, at any rate in the easier portions, much more readily by the use of the continuous reading of Set Books than by taking mere snippets."

Mr. BRAMLEY.—“ I would support the use of the Set Book. The book need not be a long one ; but it should be one that the boy knows thoroughly. Whether or not he has learnt it by heart is for the examiner to find out.”

Mr. RACKHAM.—“ I feel it is doubtful whether we should pass this Resolution as it stands without taking into consideration the Cambridge Previous Examination. Some years ago, in deference to the wishes of the Headmasters, there was allowed, as an alternative to Set Books and in addition to the ordinary Latin Unseen paper, a paper of fairly difficult Greek and Latin Unseen Translation for the benefit of the more advanced classical boys and girls. In the present discussion we have not in consideration the more advanced classical students. But it would perhaps be inadvisable to pass a sweeping Resolution without adding a footnote to Division (a) of the Resolution, stating that we except the case of harder Unseen Translation intended to meet the case of advanced classical pupils. I do not think we should pass a Resolution showing that we have entirely ignored the existence of Professor Ridgeway’s own University.”

Mrs. VERRALL.—“ The advanced boy might take a Set Book paper at sight, as an Unseen, on the strength of his general reading. I do not think we are cutting out the advanced boy.”

Professor RIDGEWAY.—“ I have my eyes fixed upon my own University. I think that the arrangement added some years ago to the Cambridge Rules is exceedingly deadly and quite detrimental to the best interest of classics. It is encouraging pupils to read in this chance haphazard way without the slightest concentration of attention upon one author or one book ; and thus it means shutting your eyes to the best method of teaching the Humanities.”

The CHAIRMAN.—“ The Resolution might perhaps be made less rigid by some such phrase as ‘ normally comprise,’ so leaving room to deal with exceptional cases, as, for instance, those of the better men who wish to offer subjects on a higher standard. Also, instead of ‘ Set Books ’ you might say ‘ Set Books or prescribed portions of authors,’ which would suggest a modification of what is ordinarily understood by ‘ Set Books.’ ”

Rev. W. C. COMPTON.—“ Is it not a fact that none of the cleverer boys go up for the Previous Examination ? —that it is

only an examination taken by boys who cannot get to the University on any higher standard?"

Mr. E. N. GARDINER.—"A great many of my clever boys do take the Previous Examination."

Mr. TRAYES seconded the amendment, "should normally comprise."

Professor CONWAY.—"If we put in the word 'normal,' then the Universities we are anxious to appeal to will say, 'Oh! but we are abnormal; our conditions are quite different.'"

Professor RIDGEWAY.—"I think that this word will stultify the whole Resolution."

The Amendment "should normally comprise" was then put to the Meeting and lost.

The Resolution as follows was then put to the meeting:

"That a University Matriculation Examination in Latin should comprise as obligatory parts, in both of which candidates are required to satisfy the Examiners, (a) Set Books, or prescribed portions of authors, with questions historical and literary, as well as grammatical arising out of them, as large a choice of books as possible being left to the candidates; (b) Unprepared Translation."

This was carried.

REPORT OF CURRICULA COMMITTEE

Professor SONNENSCHEIN.—"I move that this Report—the last of a series of four, and representing the conclusion of five years' labour on the part of the Curricula Committee—be received and entered on the Minutes."

This Resolution was seconded and adopted without comment.

Professor SONNENSCHEIN.—"I would point out that this Report stands on a different footing from the Report of the Terminology Committee presented yesterday. We do not ask you to give it even a provisional approval. But we have drawn up certain resolutions arising out of the Report, the first of which I beg to move, viz. 'That in the opinion of the Classical Association it is desirable that a definite understanding should be reached as to the range of knowledge, especially in grammar'

and vocabulary, to be expected in the earlier stages of the study of Latin, up to and including the stage to which Matriculation Examinations should correspond; and that the attention of Examining Bodies be invited to the desirability of making their examinations accord with some such scheme as is indicated in the present Report.'

"In previous Reports, especially the last one, we have emphasised the importance of even a short course of Latin as an element in the education of boys and girls who are not able to spend a great many years at school. In this Report we have specially in mind a type of school for which no name appears to exist, but which may be described as a school with a leaving age of about sixteen.

"In connexion with the question of the value of Latin in such schools, permit me to read a passage from a speech made by Dr. Giddings, Professor of Sociology in the Columbia University, New York; I think it is specially germane to this Resolution:

"'In saying this I am not academic. Last evening I had the pleasure of spending several hours with a very practical man, one who began with nothing and who is to-day a millionaire. He has made his money, not by refined methods, but by exploiting the natural resources of the country as a lumberman and sawmill owner. Having in mind my talk this morning, I improved the opportunity, as I always do on such occasions, to ask him this question: "What kind of education ought a boy to have to-day in the United States to become an efficient business man, without regard to whether he is a good man or a decent man, or a good citizen, but simply to make him an efficient money-maker?" And this practical man, who has spent his life in lumber-camps and sawmills among rough men, and had piled up his money, gave me this answer: "Remorseless drill in the Latin language and in the algebraic mathematics." I said: "What do you mean? Are you a college professor in disguise?" "No," he said; "I have spent my time in lumber-camps and sawmills, in attending lumbermen's conventions, in political lobbies, and in all sorts of practical undertakings. I never spent a day in school after I was sixteen years old. I do not know anything about your colleges. I do not know anything about what you call academic training. But I do

know this : for fifty years I have written or dictated an average of fifty letters a day, and there are business men who do more than that ; and I have discovered that the essential thing for the business man in America to-day is to have a mind trained to come to the point and to get there quick. And of all the ways ever discovered or invented by man to train the human mind to come to the point and to get there quick, discipline in the Latin language, as distinguished from English branches, and in algebraic mathematics, as distinguished from mere arithmetic, is the best.”

“ In our present Report we are discussing the methods of bringing a limited amount of Latin, which is all the pupils in the schools in question have time for, home to the minds of the pupils. Our suggestions have not been arrived at without much thought and inquiry. One principle which we have borne in mind is that of the old Roman schoolmaster Quintilian—‘ Begin aright.’ Get on to the right lines when you start, and a great deal of subsequent labour will be saved. There is one feature in our Report to which I desire to call special attention ; it is referred to in my Resolution in the words ‘ especially in grammar and vocabulary.’ The impression has gone abroad that the Classical Association has set its face against grammar, at any rate against Greek grammar. This impression is due to the fact that some four years ago, when we met in this very building, we passed a Resolution that in the lower and middle forms of boys’ public schools Greek should be taught only with a view to the intelligent reading of Greek authors. But in thus defining the end of Greek study we did not intend to deny that grammar is a means towards that end ; we did not mean to suggest that any language can be learnt without studying its grammar. Our intention was mainly to protest against the exaggeration of grammar teaching by the learning of all sorts of useless grammar and the failure to limit the attention of pupils to what was really important. In the present Report we have made our position perfectly clear that we have no intention of minimising the importance of a limited amount of grammar. Thus we say on page 110, ‘ The Committee is opposed to any disparagement of the importance of grammar, and holds that all that is attempted in this direction should be done thoroughly.’

"The first part of my Resolution expresses the desirability that in the matter of grammar and vocabulary a definite understanding should be reached as to the range of the knowledge to be required.

"As to vocabulary, attention has recently been called to the importance of acquiring a working vocabulary of limited range. Professor Lodge, of the Columbia University, New York, has produced an elaborate book entitled *The Vocabulary of High School Latin*, in which he has recorded the exact number of occurrences of words in a limited range of authors (see p. 109). Professor Arnold, of Bangor, who has had a large hand in preparing this Report, and whose absence to-day we much regret, has also published a selected vocabulary in his *Basis Latina*. Well, without attaching too much importance to this subject, I do feel myself that the concentration of study that we need for the purpose of simplifying teaching and of saving time and energy does require some limitation of the pupil's vocabulary ; and I think that on the whole our recommendations are of a moderate character. It is a mistake to treat one word as being as good as another, and to exercise no kind of selection as to what words shall be brought under the notice of pupils. On the other hand, I feel that there is the possibility of exaggerating the idea of a standard vocabulary if it is applied too rigidly. It has even been suggested that no passage should be set for unseen translation at a University Matriculation Examination which has any word in it beyond the 2,000 contained in a standard vocabulary ; or that if any such word occurs it should be accompanied by a footnote giving the translation. I feel that this is an exaggeration of a principle which is in itself sound. There are many words which do not occur in a vocabulary of 2,000 words, but which, owing to their similarity to English, or the light thrown upon them by the context, might suitably be included in a passage set for unseen translation. We have given instances of such words of that sort in a footnote to the Report (p. 109).

"Another feature of the Report that arises in connexion with this Resolution, although it is not explicitly mentioned therein, is the organised scheme of reading and the books recommended for study at particular stages. This is a matter

to which we have given much anxious attention. I think it is very possible that some other alternatives might be suggested or even some substitutes for what we have proposed. But at any rate we have tried to face the question, What is it desirable for a boy or girl at a particular stage of learning to read? For we are convinced that the ordinary attitude of indifference towards this question is wrong—that it is a mistake to think that one book is as good as another, provided it is written in good classical Latin. It is only by means of selection and careful consideration of subject-matter, vocabulary, and construction that one can arrive at something like a graduated list of authors. You will observe that in the earliest stage we approve of the simplification—the artificial simplification—of texts; and that at the intermediate stage abridged texts, that is texts from which certain passages have been removed, should in our opinion be used. I feel quite clear myself that in schools of the type which we are considering the steady pressure of other subjects, whose importance Members of the Classical Association are quite as ready to recognise as other people—nature study, English literature, a modern language—necessarily limits the time that can be devoted to Latin. Under the old-fashioned system of education the amount of time at the disposal of the teacher of Latin was practically unlimited. All that has changed; and we must organise our teaching in accordance with the changed conditions in school life. As Matthew Arnold said, we must ‘Organise, Organise, Organise.’ On our doing so depends the question whether Latin shall maintain a foothold in these schools at all. For Latin will prove to be a practically impossible subject if it does not lead to some sort of result which is felt to be valuable *per se*. If, then, three or four hours a week is absolutely all that can be allowed to this subject at the present time, it is imperatively necessary to make the most of this limited amount of time.

“The last feature in this Resolution is perhaps the most important—‘That the attention of Examining Bodies be invited to the desirability of making their examinations accord with some such scheme of study as is indicated in the present Report.’ We do not claim any special inspiration for our own scheme of study; but *some* such scheme of study should be before the mind

of Examining Bodies. I am afraid that the Local Examinations conducted by the Universities of Oxford and Cambridge do not always set a good example in this matter. They seem to proceed too much on the old principle that it does not much matter what book you set provided you get a good staff of examiners, conscientious in their work and neither too severe nor too lenient. But to set a book like the 6th Aeneid for pupils in the middle form of a school of this type is practically to erect a serious barrier against the intelligent study of Latin in these schools. You could hardly have anything more unsuitable : Virgil thus becomes practically the first classical author that these pupils read and they are not fit to begin it. Yet the 6th Aeneid is the subject set this year for the Oxford Local Examination. We also do not approve of the practice of setting the same book for the Juniors and the Seniors. The object of this arrangement is, no doubt, to make the organisation of the teaching easier in those schools where there is an inadequate staff, by having the juniors and seniors lumped together and taught in the same class. But the result of such an arrangement cannot be good. Juniors and seniors ought not to be taught together ; at any rate that is the opinion of your Committee."

Professor GILBERT MURRAY.—“ I need not detain the Meeting long in seconding this Resolution, for I have seen one sound Latin scholar after another stealing from the room, no doubt in order to plunge into the lumber trade ! Professor Sonnenschein has pointed out quite fairly and clearly the scope of this Resolution. It falls into two parts. First, that Classical instruction at the present moment has to compete with other studies ; and thus there is need of some definite organisation such as this Report of the Curricula Committee has tried to express. In the second place, if we make any alteration it is of course absolutely necessary that the examining bodies should fall in with it. It is a most disheartening experience that many teachers have had, that you teach your pupils quite carefully and well and intelligently, as you think, along certain lines, and the examiner comes and examines along totally different lines. That is a thing that should be avoided as far as possible.

“ I will not sit down without expressing one little heresy of my own which I heard put forward, amid some opposition, by

Mr. Ure, and which arises out of the proposed limitation of the vocabulary. I do not think we are at present in any danger of over-organisation ; but I confess that I have a certain sinking within me when I contemplate those lists of 2,000 words. There is great difficulty in choosing Unseens. You cannot limit them to a particular set of words ; and there is a certain awkwardness often in giving the meaning of a word at the foot of the page. I am therefore inclined to think that for examinations of a low standard, in case of unseen translation the candidates ought to be allowed to use dictionaries. If you ask a grown man if he knows Russian, what you mean is not can he do Russian Unseens and Proses, but can he, if he is given a Russian newspaper, tell you the contents with occasional use of a dictionary. The same test seems to me the natural one for low standard examinations. I did not like to leave Mr. Ure entirely alone in his suggestion that the use of a dictionary might be allowed. I beg to second the first resolution."

Professor J. C. ROBERTSON.—“ It may not be without interest to the Association to have a few words from a Member who has come some hundreds of miles to attend. In Canada there are certain conditions existing at present which are very similar to those which this Committee is attempting to meet. You in England, I understand, have for some years been organising a class of pupils who have recently arisen among you. This is a recent problem with you, but it has been a life and death problem with us, for this is practically the only kind of pupil we have ; and for many years we have been working out problems very similar to those that this Association has just been engaged with. It has been no small satisfaction to us—I am speaking now of Ontario, which, so far as educational questions are concerned, may for the present stand for the whole Dominion—it has been no small satisfaction to us to find from your Reports that in point after point you have followed exactly the lines we have been driven by experience to work out for ourselves. It may be that our example will afford similar satisfaction to this Committee. Professor Sonnenschein, in introducing the Resolution a few moments ago, seemed to be anxious to deprecate the attitude of those who are opposed to a great simplification of grammar and vocabulary. I should say rather that the books

that have recently appeared here indicate that your simplification has not yet gone far enough. You are right in limiting the amount of grammar to that which will be of real use, and in making that knowledge an absolutely sure possession of the pupil. But in the application of this principle to another class of pupils than those of the great public schools, I think that on further consideration a good deal that is still taught to them might well be dropped. Of course, details cannot be mentioned at this hour. In this connection I am reminded of some colonial outfits that we on the other side of the Atlantic sometimes find have been provided in this country for intending colonists. With some of the articles provided, the chances are only one in a million that they will ever have occasion to use them; and there are other articles that they may perhaps want some day, but could easily procure at the nearest shop. So it is with the grammar and vocabulary. There are some things contained in books recently published which such pupils will never have occasion to use; and there are other things, superfluous baggage, that will be damaged or lost a long time before they actually need them. Why should people carry around this extraordinary amount of impedimenta? And I am not thinking, I repeat, only of the older type of book, but of recent books specially published with a view to meeting the needs of the very class referred to in this report. Another point I would refer to is in connection with the simplification of passages for beginners. It is the custom now in compiling beginners' books to intersperse short stories among the lessons. One objection to many of these is that no matter how carefully chosen, no matter how adapted, they are apt to be somewhat unrelated to the lessons that have just been learnt. You will find a certain anecdote appearing early in one book and late in another; and it often makes little difference whether the story appears on the 50th or the 150th page. But such stories should have direct reference to the lessons and to the selected vocabulary and exercises that have preceded them. In preparing the book now in general use in Canada, we found it possible to write a number of stories of increasing length, each bearing upon the exercises preceding, and extending to 30, 40, 50, or 60 lines, with scarcely any new words beyond those that had just been learnt, and with no new

constructions. That, I think, is a good test to apply of the usefulness of the vocabulary chosen, and of the importance of the constructions that are introduced."

The Resolution was then put to the Meeting and carried unanimously.

Mr. PANTIN moved the second Resolution: "That in the early stages of classical study, while the amount of grammar should be strictly limited to what is necessary for the study of texts suitable for these stages, yet within these limits a high standard of thoroughness and accuracy should be demanded."

"I think it is important that this Association should declare itself in favour of a high standard on the linguistic side and not only on the literary side; and in Greek as well as in Latin. It would not be difficult to produce evidence that this side of classical work is being neglected. I was talking an hour ago with an Oxford tutor and he told me that he found less knowledge of syntax than there used to be among men reading for Honours. We are discussing to-day the more elementary stage, the stage which is tested by Matriculation examinations. My experience as an examiner is that, while a large proportion of the candidates give evidence of thorough, careful work, a considerable number break down in knowledge of the elements of the language. They show by their knowledge of words that they have spent a considerable time on Latin. But they cannot give correctly the forms of common verbs and nouns. They cannot translate into Latin easy sentences set to test their familiarity with the common constructions. They fail in translation from the Latin because apparently they do not notice the endings of the words. I think it is an important thing that we should recommend *thoroughness over a limited range* at the beginning. Latin teaching suffers partly because pupils try to learn such an enormous number of inflections; apparently it is very common to begin with such a book as the Latin Primer and try to learn it by heart. I have been rather amused sometimes by pupils of my own producing strange pieces of erudition. They will tell you, for instance, that *iter* has two genitives, *iteris* and *itineris*. And if you ask them to translate 'In this battle Pompey was beaten' they will use not *victus est* but *vapulavit*. Now this is not really knowledge;

they have not seen *iteris* or *vapulare* in any context. They have no idea that *iteris* has a poetical feeling about it and that *vapulare* in this sense is slang. What I think that we have to urge is a very much more thorough knowledge of the essential things ; so that a boy who takes up a passage from Caesar or Cicero recognises at once, and without any effort of thought, the ordinary forms of ordinary words, and feels at home with the common types of sentence ; and I think this Association may do something for the study of Latin if it will impress upon those in authority that they ought not to set for pupils at an early stage strange forms which occur seldom, if ever, in the authors usually read. One finds sometimes in grammar papers intended for this stage that forms are asked which never occur in Latin literature at all. It is important, I think, to call attention to the fact that the Latin Primer is to be treated with care because it does not sufficiently distinguish the essential from the unessential. It may be useful as a reference grammar ; but as a beginner's grammar to learn right through it is most undesirable. For instance as early as page 30 one finds (mingled with some very useful information) the following words : *ren, splen, mugil, furfur, acinaces*. Now I wonder if there are many people in this room who could recall a single passage from a Latin author for each of those words."

Mr. H. CRADOCK-WATSON.—“I would venture to second the Resolution, because it expresses so admirably the common-sense of the situation. We are not all schoolmasters and school-mistresses in the Classical Association ; and therefore it is perhaps useful for a schoolmaster to give it his benediction.

“In seconding the Resolution I would like to take this opportunity of expressing my deep satisfaction with the Report as a whole. It is not necessary to say much, because I think the Report expresses so thoroughly what so many feel. I represent a Lancashire school where a large number leave at the age of sixteen, on account of the Liverpool apprenticeship system, that a lad may get through his five years' articles by twenty-one. It is necessary, then, to simplify our problem if we are to teach the boys classics, or Latin, at all. If we are to do this, we must get rid of all lumber. But we want leading, and to have the whole thing systematised. Only a few weeks ago in Liverpool

a lecture was delivered to a large number of Liverpool business men by Mr. Alsop, who is an educational authority in Liverpool, 'On the Education of a Business Man.' This lecture met with such satisfaction that it was printed and circulated broad-cast. His conclusion was that if you want to train the business man you must give him a liberal education in the first instance ; and that the so-called business or commercial training was really technical instruction which should come later after the secondary school training. I have talked the matter over with business men in Liverpool ; they approve in theory, but in practice it interferes with the routine of the office, and engenders dissatisfaction, if a boy comes in older, and is put over the heads of others already in the office. In practice therefore it is difficult for a boy to remain long at school if he is going into business. Then we have to deal with the parent who demands a ' practical education ' ; with parents like the one who on entering a boy at a mining college said : ' I don't want you to teach him a lot of nonsense about strata, but teach him to find tin—tin, sir, in paying quantities.'

"About the 2,000 word vocabulary : it seems excellent to start with ; but we should not attempt to limit passages for translation to those containing the 2,000 words. I find that boys like a guessing competition. I think we are apt to look at this matter too much from the teacher's point of view. But if we look at the matter from the pupil's point of view, they like this 'guessing,' or as we must now call it ' alertness of association ' ! Don't let us allow the use of a dictionary more than we can help, and don't put too many meanings of unusual words at the bottom of the page. Let the pupils exercise this ' alertness of association.' "

The Resolution was put to the Meeting and carried.

The thanks of the Association are due to Mr. Walter Smith, Secretary of King's College, for his assistance in organising the arrangements for the General Meeting.

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REPORT OF THE CURRICULA COMMITTEE

Upon a Four Years' Latin Course for
Secondary Schools in which the leaving
age is about sixteen

December 1st, 1909

INTRODUCTION

1. THE Committee considers that Latin should be an integral part of the ordinary curriculum in a four years' course for secondary schools in which the leaving age is about 16.¹ If (*a*) the course is shorter, or (*b*) the school has special aims, the proposals here made will require modification.

The aim of the course is to give pupils a thorough knowledge of Latin within a limited range, and some acquaintance with a few of the masterpieces of Latin literature. By restricting the range (though not the thoroughness) of the knowledge required in accidence, vocabulary and syntax, it will be possible, even in the limited time which is at the disposal of these schools, to secure for pupils much of the linguistic and logical training which Latin is specially able to provide, and thus to

¹ The schools contemplated in this report are in the main those referred to in the Interim Report of the Curricula Committee which was presented to the General Meeting of the Classical Association on October 10, 1908, when the following resolution was unanimously adopted by the Association : "That the Classical Association welcomes and desires to make known the evidence which has been collected by the Curricula Committee as to the value of even a short course of Latin as a training in thought and expression, and a means towards the mastery of English and the acquisition of modern foreign languages." The present Report is supplementary to the Report presented on October 19, 1907 (*Proceedings for 1907*, pp. 98-109)

lay the foundation for a fuller appreciation of literature and history. Such a course will, in the opinion of the Committee, be of great value, although it is impossible to obtain anything approaching the full benefits of a classical education without a much longer period of study.

2. The Committee believes that many schools will be glad to compare their own schemes of study with one that has been scrutinised by a representative body, and so thinks that it will be useful to put forward a scheme which in arrangement and extent indicates what is practicable for these schools. It will be understood that it is put forward only as a specimen scheme, and it is assumed throughout that the pupils are of not more than average capacity. In actual practice any such scheme requires adaptation to meet constantly varying needs. The scheme here proposed extends over four school years. It is expected that in each school week throughout the year four lessons at least will be given in Latin, making a total of not less than 150 lessons in each year. Whenever more time is available, it is very desirable that there should be a daily lesson in Latin, and especially during the first year.

3. Original Latin authors being too difficult for beginners, it is necessary to lead up to them by Latin so much easier in kind that the quantity read may be greatly increased, and that there may be time for ample oral work based upon the reading. Thus the order of progress will generally be : (i) Latin specially composed for instruction in the elements, (ii) simplified Latin texts, (iii) texts abridged by the omission of the more difficult or less important parts, (iv) unabridged texts. The Committee considers, however, that even towards the end of the course it may often be desirable to abridge a text by such omissions, and thus increase the continuous interest of the reading.

4. The Committee attaches much importance to the building up of the pupil's vocabulary. A good working vocabulary not only relieves the study of Latin texts of most of its drudgery, but is in itself a valuable and permanent acquisition. Recent investigations show that a vocabulary such as may easily be acquired within this course will cover at least nine out of every ten words which occur in an ordinary (non-technical) passage of any Latin prose author commonly read in schools, thus leaving

only one word in ten to be looked out in the dictionary or interpreted in the light of the context.¹ It seems therefore highly desirable that the pupil should become familiar during his school course with the words which are of outstanding importance in the literature. In determining which are the commonest and most useful Latin words teachers and examiners will find the vocabularies referred to in the note of great value. But in calling attention to the importance of a real and familiar knowledge of common words the Committee by no means suggests that a pupil's knowledge should be limited to them. On the contrary, every particular text must necessarily contain many words which are required for its particular subject-matter, but which would find no place in a "standard vocabulary"; and, again, there are other words which, though not of the commonest occurrence, nevertheless, owing to their similarity to the English words derived from them, present no difficulty to the pupil and have the advantage of throwing light upon the vocabulary of the mother tongue.²

On the general question of the building up of the pupil's vocabulary the Committee appends some extracts from a lecture by Professor Walter Rippmann (published in "Modern Language Teaching," December, 1908), which, though dealing directly only with the teaching of modern languages, are applicable *mutatis mutandis* to the teaching of Latin also.

5. From the treatment of vocabulary that of accidente will

¹ See, for instance, Gonzalez Lodge, *Vocabulary of High School Latin* (Boston, 1907), E. V. Arnold, *Basis Latina* (Dent, 1908). These two vocabularies, though not identical, contain each about 2,000 words. For practical purposes, however, they may be regarded as considerably shorter; for they both include as separate words many compounds and derivatives the meaning of which can be easily inferred if the meaning of the words from which they are derived is known. Exact figures are not available, but probably each of these vocabularies might thus be regarded as containing from 1,450 to 1,500 wholly distinct words. Professor Lodge's list is based upon the books which are universally studied in American high schools in preparation for College Entrance Examinations—*viz.* Caesar, *B.G.* I.—V.; Cicero, *Catilinarian Orations*, *Pro Lege Manilia*, *Pro Archia*; Virgil, *Aen.* I.—VI. Professor Arnold's list includes some words which, though they do not occur in these books, must have been commonly used in everyday talk at Rome (e.g. *ancilla*, *hortus*).

² E.g. words like *colonia*, *constantia*, *discipulus*, *exspectatio*, *affirmare*, *declarare*, *deliberare*.

logically follow. Forms, whether regular or irregular, which are of constant occurrence must not only be learnt as part of grammar, but thoroughly assimilated by constant practice (including throughout the course practice in writing Latin). The study of rare forms other than those which may occur in the reading belongs to a later stage, when the pupil has thoroughly mastered the essentials of the language. In the practical study of syntax three stages should be distinguished: (i) the stage at which the pupil can see what a construction means and can translate it from Latin into English; (ii) the stage at which he can recall the construction to memory and use it for the composition of a Latin sentence; (iii) the stage at which he can locate the construction in an organised scheme of syntax and see its relation to cognate constructions in Latin and in other languages. Within the four years' course the Committee considers that all three stages should be achieved for the common and normal constructions of Latin prose; but in the early years of the course particular constructions may be studied only up to the first stage or the first two stages.

The Committee is opposed to any disparagement of the importance of grammar, and holds that all that is attempted in this direction should be done thoroughly.

6. It is of importance that examinations connected with the various parts of the scheme should be thoroughly in accord with its spirit. Examiners should not set questions which in any direction exceed the range of the course, but *within its limits a high standard of accuracy* should be insisted upon in the candidates' answers; and no candidate should pass who does not show thorough familiarity with all such grammatical forms and types of sentence as occur frequently in the authors read during the course. A high value should be assigned to the power of reading simple Latin at sight. Where translation into English is required, the English should be correct and natural: and the memorised translation of specially prepared books should be discouraged in every possible way. The books set for examinations which are ordinarily taken by pupils in the second or third year of their Latin course should be adapted to their capacities; for instance, such a book as *Aeneid VI.* is quite unsuitable for any part of a four years' course except the last year. Moreover,

it is undesirable that the same book should be set for examination of pupils at different stages of their course. A book which is suitable for pupils in their fourth year is necessarily ill adapted to the earlier stages of an organised course of study such as is outlined here.

7. The Committee considers that examinations conducted on these principles and corresponding to the complete four years' course might reasonably be accepted as evidence that a candidate is qualified to enter upon a first course in Latin in a University. It therefore suggests that Matriculation and school-leaving examinations which are intended to mark this qualification should correspond generally to a scheme of this kind. It believes that if there were a more definite understanding as to the range of knowledge, especially in grammar and vocabulary, which should form the subject-matter of these examinations, not only might a much higher standard within that range be attained by the ordinary candidate, but also the objections now felt to making Latin an essential subject at matriculation might to a large extent be removed, at any rate so far as candidates desiring to proceed to a degree in Arts are concerned.

THE FIRST YEAR

8. Before beginning the study of Latin it is very desirable that the pupil should have learned through the study of his own language to distinguish in practice the different parts of speech, and to apply correctly such terms as "subject," "predicate," "object," "case," "voice," "tense." The transition from English to Latin grammar will, it is hoped, be much facilitated when the Committee, now sitting, presents its Report on the simplification and uniformity of Grammatical Terminology.

The first year's course will correspond generally to the work of a class in which the average age at entrance is 12; the whole work of the year should follow some book specially prepared for the needs of such pupils.

9. The following points may be named as amongst those which should be kept in view in a first year's course :

(i) The number of new words and forms introduced in each lesson should not be so large as to confuse the pupil; but at

least 500 of the commonest words in the language should be thoroughly mastered during the year.

(ii) Words and forms once introduced should be frequently repeated until the learner is thoroughly familiar with them.

(iii) The linguistic material of the Latin text of each lesson should be firmly fixed in the learner's memory by a variety of methods, as for instance :

- (a) by oral question and answer in Latin, based on the text¹;
- (b) by repeating sentences with change of tense or other variation;
- (c) by the conversion of simple English sentences into Latin.

It is well that the exercises during this year should be done orally in class before they are reproduced in writing. It is of great importance that pupils should be saved so far as possible from making mistakes in writing; for the written mistake is apt to find lodgment in the memory, even if it is afterwards corrected by the teacher. The ground for written exercises should therefore be prepared by way of *viva voce* work in class. In order to strengthen the hold of the correct forms of speech on the memory, it is also desirable that exercises which have been corrected should be rewritten by the pupils in order that a correct idiomatic version should be fixed in their minds.

- (d) by the comparison of Latin words with words cognate to them or derived from them in English and French (without entering upon difficult questions which belong to the science of comparative philology). In tracing derivations two points should be borne in mind : (1) it is desirable to connect the unfamiliar Latin word with some familiar word in English or French, e.g. *pater* with *paternal*, *regina* with *reine*; (2) it is also desirable to use the knowledge of Latin as a means of distinguishing the meanings of English derivatives (e.g. *ineligible*, *illegible*).

¹ Teachers should not rely entirely on the specimens of oral work given in books. Such exercises are needed on every section of the text, and the teacher ought to make them for himself. The questions should be carefully prepared beforehand, unless the teacher has so complete a mastery of the language as to be able to speak on the spur of the moment.

(iv) As to accidence, the regular declensions and conjugations and the commonest pronouns must be included, and it may be well if time permits to bring in the most usual forms of the irregular verbs *possum*, *volo*, *nolo*, and perhaps even of *eo* and *fero*, on account of their great frequency in Latin; the systematic treatment of the subjunctive mood and the passive voice may be left to the next year.

(v) Few rules of syntax need be given, the chief attention being paid to constructions common to English and Latin. Pupils should become familiar with the chief rules of agreement, the outstanding uses of the cases with and without prepositions, and the principal uses of the tenses. At the same time that these are being thoroughly assimilated the first year's course may occasionally introduce other simple constructions, such as the present subjunctive in expressions of command and wish and the infinitive in dependent statements, of which the formal study is reserved for a later period.

(vi) If modern themes are admitted at this stage they should not be remote from the spirit of the classical authors, and the best Latin models should be followed in the text.

THE SECOND YEAR

10. In the second year of the course it will be possible to take up the simplified text of a Latin author. Such texts may include constructions, such as that of the indirect statement, which have not yet been taught by way of systematic grammar; but it is important (i) that the vocabulary should not overwhelm the pupil, (ii) that the sentences should not be excessively long, (iii) that continuous passages in *oratio obliqua* should not be introduced. No classical text, in its original form, fulfils even approximately these conditions; hence it is necessary to employ simplified texts at this stage.

11. For simplified texts of this kind (which may be about 800 lines in length) the Committee suggests as alternatives: ¹

¹ The simplification in the earlier part of the texts suggested would involve re-writing to a considerable extent, in order to bring it into touch with the amount of accidence and syntax learned during the first year. In the later part, however, fewer changes would be necessary, in proportion as the knowledge of the pupil advances during the year.

(i) an episode of the story of the Gallic War, e.g. the invasion of Britain and the attack on Cicero's camp, based on Caesar *B.G.* IV, V.;

(ii) stories about the kings of Rome, based on Livy Bk. I.;

(iii) the story of Coriolanus, based on Livy Bk. II.

It will give confidence if at first the reading lesson is prepared in class and nothing more is expected by way of home preparation than reproduction of what has been so prepared. In the preparation in class all pupils should co-operate in making suggestions, and the teacher should adopt the best of these.

12. Grammar and composition should follow the reading. In accidence the subjunctive mood and the passive voice must now be thoroughly mastered. Frequent revision and much practice will be required, but it is not advisable to assign more than a part of any lesson to this work. In syntax the pupil should become acquainted during this year with the simpler uses of the subjunctive (independent and dependent), and with prominent uses of the cases not dealt with during the first year. The new types of sentence should be thoroughly assimilated by frequent practice in writing Latin.

13. The vocabulary should within the year be extended to include at least 1,000 of the commonest words, which should be thoroughly fixed in the memory by constant use. In addition many less common words will occur in the texts read ; but on these less stress should be laid.

THE THIRD YEAR

14. In the third year the advance can be made from simplified to abridged texts ; that is to say, parts of Caesar, Cicero, Livy, Virgil, and Ovid may be presented to the pupil with the omission of sections which are less interesting in themselves or less closely connected with the main story, or again of those which present difficulties disproportionate to their interest.

15. The programme of reading might include a prose book and a verse book out of the following list (making together at least 1,200 lines) :

- (i) dramatic scenes from Livy V, VII, and VIII, linked together by annotation to form a connected story;
- (ii) one of the easier speeches of Cicero, such as the *Pro Lege Manilia*, or some of his easier letters;
- (iii) the story of the fall of Troy, from Virgil, *Aen.* II, omitting some of the episodes, such as that of the treachery of Sinon, ll. 57–202, and the Helen episode, ll. 566–633: the book would thus be reduced to about 590 lines;
- (iv) selections from Ovid's *Fasti*, e.g. IV. 393–620 (the story of Proserpine), or *Metamorphoses*;
- (v) selections from Caesar *B.G.* VII or *B.C.* III.

Practice in the translation in class of passages not previously prepared should be continued, such passages being best selected from the texts which are being read.

16. In the third year the vocabulary will be much enlarged by the reading, but special care should be taken that common words are thoroughly learnt, so that the pupil may by the end of this time be familiar with some 1,500 words of this class. In accidence special attention should now be paid to the "principal parts" of the more important verbs in use. Forms which occur only in late and little read texts should not be included in the list. Parts of the syntax which have so far been only lightly treated must now be thoroughly assimilated. Further, in connexion with his verse reading, the pupil will now become acquainted with the mechanism of the commoner kinds of Latin verse; practice in scansion should form part of the regular work of the class when it is engaged on a verse author.

It is further recommended that at this stage, if not earlier, short and easy passages from Virgil, Ovid, Catullus, Horace, and other poets should be learned by heart. The exercise is valuable, not only as increasing the pupil's vocabulary, but also for the fact that it introduces him to a wider range of literature than can be touched by his ordinary reading.

THE FOURTH YEAR

17. In the fourth year the pupil should study a standard prose work (not less than 1,000 lines) and a standard verse work (not less than 500 lines). Here too the principle of abridgment may

be usefully applied. For example, if the story of the Second Punic War is taken (Livy XXI, XXII) it would be desirable to omit the parts that are less essential to the narrative, in order to find time for including the account of the battle of Cannae and the heroic attitude of Rome under defeat, which come late in Book XXII. The omitted parts may be briefly summarised or read aloud to the class in an English translation.

18. The course may be varied from year to year in such a way as to prevent the teacher's work from becoming mechanical ; on the other hand, it should be borne in mind that familiarity with the author read is an important element in the teacher's efficiency.

19. In this year there should be a systematic review of the whole of the grammar included in the course, both accidente and syntax, not merely as an aid to the memory, but also in order to strengthen the reasoning powers by directing attention to an orderly arrangement and effective classification of the facts and usages of the language. Composition should continue to be regularly practised both in the third and the fourth year ; its aim should still be to secure thorough familiarity with common inflexions and constructions.

In examination pupils should show that they can translate readily unseen passages of no special difficulty in a style similar to that of the set books. It is important that candidates should not be presented with difficulties which they cannot be expected to surmount. Examiners ought, therefore, carefully to scrutinise unseen passages with a view to excluding any special peculiarities of vocabulary, syntax or style. Simplifications of the text will often be desirable : on the other hand, candidates should be expected to be familiar with common words and to infer the meaning of some of the less common words from their derivation or from the context.

20. In the fourth year especially, but also in other years, it is of great importance that teachers should direct the attention of their pupils to the subject-matter of the authors studied. It should be borne in mind that an intelligent grasp of the story or "situation" is a great and indeed indispensable aid to translation. Opportunities should be seized of indicating to pupils the historical and literary significance of the works read—their

relation to great events in the history of mankind and to the great products of modern literatures. Pupils should be encouraged to read for themselves English works which throw light on the author they are studying. For example, many will read with interest Dr. T. Rice Holmes's narrative of *Caesar's Conquest of Gaul*,¹ and will get from the study of such a book some idea of the way in which the military operations were conditioned by the geography of the country, and of the historical value of Caesar's work, which they would scarcely be able to gather from the reading of a limited portion of the Latin text. In the same way, the perusal of a verse translation of the *Aeneid* will help them to follow the story of the Book which they are construing, to see how it forms part of a larger whole, and to appreciate better its poetic spirit. Again Macaulay's *Lays of Ancient Rome*, Shakespeare's Roman plays, and North's translation of some of Plutarch's Lives will stimulate interest in the Latin authors, and will at the same time serve to indicate the influence which Greek and Roman writers have had upon English literature.

CONCLUSION

The Committee is of opinion that the work suggested in this scheme, if carried out with thoroughness, is sufficient to occupy the time contemplated, and that the results attained would justify the retention of Latin in the curriculum of many schools where doubts of its relative value might lead, or have led, to its omission. It is likely that the natural eagerness of masters and pupils will urge them to attempt the reading of Latin authors in the original form without the full preparatory training which is here recommended. An able teacher, who knows his class well and thoroughly realises the difficulties presented by the structure of the sentences and the extensive vocabulary, may by judicious help make this a success. But there is a danger of discouraging the average pupil by setting

¹ *Caesar's Conquest of Gaul*, an historical narrative (being Part I. of the larger work on the same subject) by T. Rice Holmes, Litt.D. ; Macmillan, 6s. net.—Several copies of each of the books suitable for the private reading of pupils might well be included in a class-room library.

him a task beyond his powers, with the result that he is continually looking out words in a dictionary without building up a permanent vocabulary, and guessing at the general meaning of long sentences which he is not yet in a position to grasp. And there is the further great danger that he may be led into the use either of illicit aids or of those editions of authors which are constructed upon the principle of supplying him with ready-made solutions of all difficulties, and thus reducing the study of Latin to a mere effort of memory exercised upon inferior materials. "Festina lente" should be the motto of the practical teacher in these early stages.

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T. E. PAGE	W. F. WITTON
	W. E. P. PANTIN, <i>Secretary</i>

The following Resolutions will be moved at the General Meeting on behalf of the Curricula Committee :

I. That in the opinion of the Classical Association it is desirable that a definite understanding should be reached as to the range of knowledge, especially in grammar and vocabulary, to be expected in the earlier stages of the study of Latin, up to and including the stage to which Matriculation Examinations should correspond ; and that the attention of Examining Bodies be invited to the desirability of making their examinations accord with some such scheme of study as is indicated in the present Report.

II. That in the early stages of classical study, while the amount of grammar should be strictly limited to what is necessary for the study of texts suitable for these stages, yet within these limits a high standard of thoroughness and accuracy should be demanded.

APPENDIX TO REPORT OF THE CURRICULA COMMITTEE

Extracts from a Lecture by Prof. W. Rippmann in "Modern Language Teaching," December, 1908).

There are two ways in which we can strengthen and build up the vocabulary—association and repetition. . . . In teaching words we must make sure in the first place that they are worth teaching; then we must so teach them that they become members of as many groups as possible. . . . The greater the number of the associations we succeed in establishing, the more sure we may be that the word will be remembered. . . .

The habit of associating kindred words is valuable; the habit of gathering the meaning of a word from its context is one that must be sedulously cultivated. I will call it "alertness of association," because "guessing" might lead to misapprehension of my meaning. We want our pupils when they meet with a new word in their reading to face it in a determined fashion, and with the sense of exhilaration afforded by the exertion of our powers in solving a problem. We want them to make a reasonable conjecture as to the meaning of the new word. In the early years of the intermediate stage our texts should be carefully chosen, so that the meaning of the great majority of new words can be ascertained. . . .

Collections of extracts generally contain a large proportion of difficult words and constructions, with no easier matter. No wonder that the pupils find such reading tiresome and uninteresting. Fragments of description and truncated episodes are not calculated to cultivate a love of literature; but they also fail in their alleged object. They do not properly extend the vocabulary, because they do not afford sufficient repetition of the new words they contain.

For the earlier part of the intermediate stage . . . most texts require simplifying. This may be regarded as sacrilege by some who have the scholar's aversion to any tampering with an author's text. . . . But even if the author is dead, I feel that in cutting out an archaic expression or a difficult construction I am not laying hands on what is fundamental, and that if I could put the case to the author's shade he would absolve me completely, and rejoice with me that his writings are used in English schools.

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INTERIM REPORT OF THE JOINT COMMITTEE ON GRAMMATICAL TERMINOLOGY

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INTRODUCTION

A PROPOSAL for the simplification and unification of the terminologies and classifications employed in the grammars of different languages was mooted at the Birmingham meeting of the Classical Association on October 10, 1908¹; and in December of the same year the Council took steps to invite other Associations to join in the movement. Early in 1909 a Joint Committee was constituted, consisting of representatives elected by eight Associations—The Classical Association, The Modern Language Association, The English Association, The Incorporated Association of Headmasters, The Association of Headmistresses, The Incorporated Association of Assistant Masters in Secondary Schools, The Incorporated Association of Assistant Mistresses in Public Secondary Schools, The Association of Preparatory Schools. To the 21 members of the Committee thus appointed two members were added by co-optation—Dr. Henry Bradley and Miss Edith Hastings. Two honorary correspondents have also been appointed—Prof. F. Brunot of the Sorbonne, and Geheimer Oberregierungsrat Dr. Karl Reinhardt of the Berlin Education Office.

The movement seems to have been well timed. The Committee has received unmistakable evidence that there exists at the present day among many teachers a feeling that a reform of the kind it seeks is needed. The principle at stake has been approved by a large number of individual correspondents and by the leading educational journals. Attention has been called to the unnecessary perplexities and difficulties which at present confront pupils who have to study several different

¹ See *Proceedings of the Classical Association* for 1908, p. 83; and addresses on *The Teaching of Languages* delivered to the North of England Educational Conference, January 8, 1909, and on *Simplification and Uniformity in Grammatical Terminology*, delivered at the annual meeting of the Incorporated Association of Headmasters, January 13, 1909, by Professor Sonnenschein.

languages *pari passu*, and to the fact that the teacher of one language frequently undoes the work accomplished in another class-room.

Moreover the Committee has learnt with interest of the existence of a movement for the reform of grammatical terminology in France. A report of the French Commission, signed by Prof. Brunot and M. Maquet, has recently been submitted to the Ministry¹; it deals with the terminology of French Grammar only.

In America too a need for the simplification of grammatical terminology seems to be felt.² The Classical Association of New England has adopted the following resolution and communicated it officially to the Joint Committee—"That the Executive Committee be instructed to signify to the Joint Committee on Grammatical Terminology recently formed in England the interest of this Association in their work; and to request that the grammars used in America be taken into account, to the end that the results of their deliberations may be available in this country." Communications have also been received from Continental scholars suggesting an international congress on the subject; and the Committee hopes that, when the time is ripe and the ground has been prepared in the several countries concerned, an international congress may be arranged. At the same time the Committee is of opinion that such a conference should be preceded by full discussion in each of the countries separately, and that in each country the mother-tongue should form the basis of the grammatical scheme to be constructed. It recognises that a scheme which is best for English-speaking pupils is not necessarily best for pupils speaking a different mother-tongue.

At a preliminary meeting of the Joint Committee held in London on February 27 it was resolved to make the project known as widely as possible, and to invite the co-operation of the general body of teachers of languages in this country. A circular letter was therefore issued on March 8 to all the members of the eight Associations represented on the Committee. This circular stated the object of the Committee to be "to consider the terminology used in teaching the languages, ancient and modern, including English, commonly studied in English schools, in the hope of framing some simplified and consistent scheme of grammatical nomenclature, tending in the direction of uniformity for all the languages concerned." It seemed well to ascertain at the outset what points of current terminology were found, in actual

¹ This report has been printed in *Le Volume* of March 13, 1909; also in *La Revue Universitaire* of April 15, 1909, and in other places.

² "Surely nowhere under heaven can there be a land in which there is greater confusion in grammatical terminology or greater failure on the part of boys and girls to master the grammar of any single language, even their own." Professor John C. Kirtland in *The Classical Weekly* (New York), May 22, 1909.

practice, to be causing error, confusion, or other difficulty in the minds of English pupils of any age. Teachers were therefore asked to furnish information as to what terms used in modern text-books they had found unserviceable or less serviceable than others used to denote the same thing. In reply to this inquiry over a hundred answers, some of them very full, were received, and the Committee has found them of great service, especially in determining on which points reform is most urgently and most generally desired.

At the first meeting of the Committee, Professor Sonnenschein was elected Chairman ; Professor Conway, Honorary Secretary. Professor Rippmann was subsequently appointed Honorary Treasurer ; and Mr. Milner Barry, Hon. Secretary of the Inquiries Sub-Committee.

The outstanding result of the Committee's deliberations has been to confirm its belief in the possibility and the desirability of the reform contemplated. It was found that, although differences of opinion manifested themselves on particular points of grammatical doctrine, there was on the whole a large amount of agreement on fundamental matters ; nor did any cleavage arise between teachers of ancient languages on the one hand and teachers of modern languages on the other. Most of the resolutions of the Committee have been reached either unanimously or by substantial majorities.

During the sittings of the present year the Committee has been unable to cover the whole ground of inquiry. The present Interim Report contains the conclusions of the Committee upon certain matters of fundamental importance ; and it is intended to devote future sittings first to a consideration of any amendments or suggestions which may be received from any of the Associations represented on the Committee, and secondly to matters not dealt with in the present report.

With a view to facilitating the use of the terminology herein proposed, the Committee has thought it well to suggest in the case of each of the English terms recommended a corresponding German and French term, for the use of teachers in this country who employ these languages in their grammatical teaching. It is hoped that these foreign terms will be found acceptable. But the suggestions are only tentative, and the Committee thinks it probable that in some cases they may be improved by criticism on the part of the Associations represented. It will, of course, be understood that the Committee does not suggest these terms as being necessarily also the best for use in Germany and France.

RECOMMENDATIONS

The following are the recommendations at which the Committee has up to the present arrived, accompanied, where necessary, by examples and in some cases by brief comments intended to explain

the import of the recommendations. The corresponding German and French terms are given after each of the recommendations.

I. That the first stage of analysis of a sentence be a division into two parts, to be called the *Subject* and the *Predicate*, the *Subject* being the group of words or single word which denotes the person or thing of which the *Predicate* is said, and the *Predicate* being all that is said of the person or thing denoted by the *Subject*.

<i>Subject</i>	<i>Subjekt</i>	<i>Sujet</i>
<i>Predicate</i>	<i>Prädikat</i>	<i>Prédicat</i>

In the following examples the *Predicate* is distinguished from the *Subject* by the type :—

The merciful man is merciful to his beast.

The man that hath no music in his soul is fit for treasons, stratagems, and spoils.

Consent thou not.

Long live the King !

How sweet the moonlight sleeps upon this bank !

Hätte ich es doch nicht gesagt !

Causa fuit pater his. (Horace, *Sat. I. 6, 71.*)

Cinq étrangers sur dix savent notre langue.

Tis ἀ γορεύειν βούλεται;

NOTE 1.—Where the *Subject*, consisting of a group of words, needs to be distinguished from the Noun or Noun-equivalent around which the other words are grouped, the former may be described as the *Complete Subject* and the latter as the *Bare Subject*.

NOTE 2.—In the usual sentence the *Subject* and the *Predicate* are fully expressed, but there are instances in which either the one or the other is only implied, wholly or in part.

Examples :—

Come [you] here.

[I] *Thank you.*

What a beautiful night [it is] !

Who saw him die ? I [saw him die], said the fly.

[I wish you] *Good morning.*

Diesen Kuss [gebe ich] der ganzen Welt.

Nugas [agis].

[Je vous demande] *mille pardons.*

A i δώς [$\xi\sigma\tau\omega\ \sigma\omega$ or $\nu\mu\bar{\nu}$].—Μ ο ρ μ ω · δάκνει $\iota\pi\pi\sigma$.

II That the part of the *Predicate* which, taken in connexion with the Verb, indicates what the person or thing denoted by the *Subject*

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is, or becomes, or is named, or seems, be called the *Predicative Adjective, Noun, or Pronoun.*

Predicative *Prädikativ* *Prédicatif*

Examples :—

Be *quiet*.—He looked *healthy*.—I will live a *bachelor*.

Thou art the *man*.—Are you not *he*?

Der *Himmel* wurde *grau*.

Haec insula vocatur *Mona*.—*Nudus* *ara*, sere *nudus*.

Vous êtes *studieuses*, mesdemoiselles.—C'est *moi*.

Πολλῶν ὁ καὶρὸς γίγνεται διδάσκαλος.—Ἄρ' οὐτός ἐστ' ἐκεῖνος;
—Χαλεπὰ τὰ καλά.—Φαίνεται προδοὺς τὴν πολιν.—Ο ποταμὸς
βρέλ μέγας.—Πρῶτος προσβάλλει.

III. That the same terms be employed to denote the Adjective or Noun similarly used in relation to the Object or to any other part of the sentence.

Examples :—

It made me *happy*.—Home they brought her warrior *dead*.

Man heisst den Löwen den *König* der Tiere.

Hanc insulam *Monam* vocant.—Caesar Helvetios *primos* debellavit.
—Soli hoc contingit sapienti.

On l'a élu *roi*.

Νόμιζ' ἀδελφοὺς τοὺς ἀληθινοὺς φίλους.—Ελαβε τοῦτο δῶρον.

IV. That the term *attributive* be used to distinguish Adjectives and Nouns which qualify a Noun from Adjectives and Nouns which are predicative.

Attributive *Attributiv* *Attributif*

NOTE.—The term ‘Apposition’ is here discarded, as unnecessary.

Examples :—

the <i>almighty</i> dollar	}	(Attributive Adjectives)
der <i>fliegende</i> Holländer		
populus <i>Romanus</i>		
la Rome <i>moderie</i>		

Francis Bacon, <i>Lord Chancellor</i> of England	}	(Attributive Nouns)
Zu Dionys, dem <i>Tyrannen</i> , schlich Möros		
regina pecunia—urbs <i>Roma</i>		
Louis le <i>roi</i>		

V. That the term *Object* be used to denote the Noun or Noun equivalent governed by a verb.

Object *Objekt* *Objet*

Examples :—

I have finished *my course*.
 Sie hat *einen andern erwählt*.

Longum iter confeci.

Je les connais.

Ἐλεγον τὰ δέ.

He asked *me many questions*.

Er lehrte mich die deutsche Sprache.

Illud te rogo.

Βασιλεὺς ὃ μᾶς τὰ δύπλα ἀπαιτεῖ.

} (Two Objects)

VI. That the term *Adverbial Qualification* be used to denote the adverbial part of the Predicate, that is the part which qualifies the Verb, being neither an Object nor a Predicative Noun, Adjective, or Pronoun.

Adverbial Qualification Adverbiale Bestimmung Qualification Adverbiale

Examples :—

Merrily, merrily shall I live now

Under the blossom that hangs on the bough.

So all day long the noise of battle rolled.

I sent a letter to London.—I sent a letter to my friend.

So muss der Freund mir erbleichen.

Romae habitat.

Il demeure à Rome.

'Α θῆνη σιν (or ἐν 'Α θῆνας) olkeῖ.

VII. That, as no special name is needed in analysis to describe the particular kind of Adverbial Qualification often called the Indirect Object, this term be discarded.

Example :—

Amico meo epistulam misi. (Compare VI.)

VIII. (a) That all Sentences be divided into two classes, the first to be called *Simple*, the second *Complex*.

<i>Sentence</i>	<i>Satz</i>	<i>Phrase</i>
<i>Simple Sentence</i>	<i>Einfacher Satz</i>	<i>Phrase Simple (Proposition Simple is sometimes used)</i>
<i>Complex Sentence</i>	<i>Zusammengesetzter Satz</i>	<i>Phrase Complexe</i>

(b) That a Simple Sentence be defined as one which contains *no Subordinate Clause* (see X. below).

<i>Subordinate as opposed to Coordinate</i>	<i>Untergeordnet Beigeordnet</i>	<i>Subordonné Coordonné</i>
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Examples :—

The quality of mercy is not strained.
 Wer reitet so spät durch Nacht und Wind ?
 Dic, M. Tulli.
 La haine est la colère des faibles.
 Πάντα ρεῖ.

} (Simple Sentences)

(c) That a Complex Sentence be defined as one which contains *one or more Subordinate Clauses.*

Examples :—

He jests at scars that never felt a wound.

Wer nie sein Brot mit Tränen ass . . .

Der kennt euch nicht, ihr himmlischen Mächte.

Dic mihi quid feceris.

Quand il reviendra, je le lui dirai.

'Ε ἀ ν τοῦ το πράξη, κολασθήσεται.

} (Complex Sentences)

IX. That the terms *Double*, *Treble*, or *Multiple* be used in the description of a Sentence or any part of a Sentence which consists of two or more coordinate parts.

<i>Double</i>	<i>Doppelt</i>	<i>Double</i>
<i>Double Sentence</i>	<i>Doppelsatz</i>	<i>Phrase Double</i>
<i>Double Subject</i>	<i>Doppeltes Subjekt</i>	<i>Sujet Double</i>
etc.	etc.	etc.
<i>Treble</i>	<i>Dreifach</i>	<i>Triple</i>
<i>Multiple</i>	<i>Vielfach</i>	<i>Multiple</i>

The adoption of this recommendation renders unnecessary the term ‘Compound Sentence,’ which is sometimes used to denote a third class of sentence (in addition to the Simple Sentence and the Complex Sentence), but which is ambiguous, being often used to denote what is called a Complex Sentence above, VIII. (a).

Examples :—

God made the country and man made the town.
 The tale is long, nor have I heard it out. }

} (Double Sentence)

Wellington and Napoleon were great generals.
 The buyer and the seller came to an understanding.
 Der Kaiser und sein Feldherr entzweiten sich.
 Ή δονή καὶ λύπη ἐν τῇ πόλει βασιλεύσετον.

} (Double Subject)

Conticuere omnes intentique ora tenebant. (Double Predicate)

Après quoi, Jean { entra dans la maison,
 se débarrassa de son sabre,
 remplaça son képi par un vieux chapeau
 et s'en alla retrouver le curé. }

} (Multiple Predicate)

Il reprit et continua sa vie d'autrefois. (Double Verb)

Lifeless but beautiful he lay. *Golden und rosig wehen* *Die Wolken drüber her.* } (Double Predicative Adjective)

That good and great man died a beggar. (Double Attribute)

Die Rose, die Lilie, die Taube, die Sonne, }
Die liebt' ich einst alle in Liebeswonne. } (Multiple Object)

Of one who loved not wisely but too well. } (Double Adverbial Qualification)

X. That a part of a sentence equivalent to a Noun, Adjective, or Adverb, and having a Subject and a Predicate of its own, be called a *Noun, Adjective, or Adverb Clause*; and that that part of a Complex Sentence which is not subordinate be called the *Main Clause*.

<i>Subordinate Clause</i>	<i>Nebensatz</i>	<i>Proposition Subordonnée</i>
<i>Main Clause</i>	<i>Hauptsatz</i>	<i>Proposition Principale</i>

Examples :—

I wandered lonely as a cloud

That floats on high o'er vales and hills. (Adjective Clause)

Ehrt den König seine Würde, (Adverb Clause)

Ehret uns der Hände Fleiss.

That you have wronged me doth appear in this.

The proposal that he should be appointed was dropped.

Tell me where is fancy bred.

*Tu ne quaeasieris (scire nefas) quem mihi, quem tibi,
finem di dederint.*

Hac re homines bestiis praestant quod loqui possunt.

Je crois qu'il vient.

Tῷ φθόνῳ τοῦτο μόνον ἀγαθὸν πρόσεστι, δτι

μέγιστον κακὸν τοῖς ἔχουσιν ἐστιν.

} (Noun Clauses)

NOTE.—The subdivision of Subordinate Clauses above indicated (into Noun Clauses, Adjective Clauses, Adverb Clauses) has not yet received the full consideration of the Committee.

XI. That a part of a Sentence equivalent to a Noun, Adjective, or Adverb, but not having a Subject and a Predicate of its own, be called a *Noun, Adjective, or Adverb Phrase* (or some similar term).

<i>Phrase</i>	<i>Ausdruck</i>	<i>Locution</i>
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NOTE.—If the term *Phrase* is thought objectionable in English owing to the use of the French term *Phrase* in an entirely different sense (= "Sentence"), the Committee suggests as a substitute in

English the term *Expression* (e.g. *Adverbial Expression*, *Adjectival Expression* for *Adverb Phrase*, *Adjective Phrase*) ; if this is not thought satisfactory, the Committee will be glad to receive other suggestions.

Examples :—

- I stood on the bridge at midnight. (Adverb Phrases)
 The clock on the bridge struck the hour. (Adjective Phrase)
Unglücklicher Weise kann ich nicht da sein. (Adverb Phrase)
 Ein Jüngling von edlem Gefühle. (Adjective Phrase)
Decem milia passuum profecti sunt. (Adverb Phrase)
Tanta in tanto viro vitia referre pudet. (Adjective Phrase)
Un bateau à vapeur. (Adjective Phrase)
Oἱ στρατιῶται οἱ ἐν τῷ πόλει λέπει. (Adjective Phrase)
**Ἀρά μέμνησθε τῷ νότῳ πάλαι λατι;* (Noun Phrase)

XII. That the term *Noun* (not ‘Substantive’) be used as the name of a part of speech.

XIII. That the following parts of speech be recognised: *Noun*, *Pronoun*, *Adjective*, *Verb*, *Adverb*, *Conjunction*, *Preposition*.

<i>Noun</i>	<i>Nomen</i>	<i>Nom</i>
<i>Pronoun</i>	<i>Pronomen</i>	<i>Pronom</i>
<i>Adjective</i>	<i>Adjektiv</i>	<i>Adjectif</i>
<i>Verb</i>	<i>Verb</i>	<i>Verbe</i>
<i>Adverb</i>	<i>Adverb</i>	<i>Adverbe</i>
<i>Conjunction</i>	<i>Konjunktion</i>	<i>Conjonction</i>
<i>Preposition</i>	<i>Präposition</i>	<i>Préposition</i>

NOTE.—The terms *Article* and *Numerical* should be used to designate not separate parts of speech but subdivisions of other parts of speech.

<i>Article</i>	<i>Artikel</i>	<i>Article</i>
<i>Definite</i>	<i>Bestimmt</i>	<i>Défini</i>
<i>Indefinite</i>	<i>Unbestimmt</i>	<i>Indéfini</i>
<i>Numerical</i>	<i>Numeral</i> (Plural <i>Numerale</i>) or <i>Zahlwort</i>	<i>Nombre and</i> <i>Numéral</i> (adj.)

XIV. (a) That the words ‘my,’ ‘thy,’ ‘her,’ ‘its,’ ‘our,’ ‘your,’ ‘their,’ and ‘his’ in the corresponding use (e.g. “his father”); ‘mein,’ ‘dein,’ ‘sein,’ ‘ihr,’ ‘unser,’ ‘euer,’ ‘Ihr’; ‘meus,’ ‘tuus,’ ‘suus,’ ‘noster,’ ‘vester’; ‘mon,’ ‘ton,’ ‘son,’ ‘notre,’ ‘votre,’ ‘leur’; *ἐμός*, *σός*, *ἡμέτερος*, *ὑμέτερος* be called *Possessive Adjectives*.

(b) That in their ordinary use English ‘hers,’ ‘ours,’ ‘yours,’ ‘theirs,’ and in the corresponding use ‘mine,’ ‘thine,’ ‘his’ (e.g. “This is his,” “His is better than hers”), French ‘le mien,’ etc., German ‘der meinige,’ etc., be called *Possessive Pronouns*.

Possessive *Possessiv* *Possessif*

XV. That English 'this' and 'that' in their attributive use be called *Demonstrative Adjectives*, but in their non-attributive use be called *Demonstrative Pronouns*.

Demonstrative *Demonstrativ* *Démonstratif*

XVI. That the words 'ipse,' 'selbst,' 'myself' (in the sense of 'ipse'), 'moi-même,' etc., and *aὐτός* be called *Emphasising Adjectives* or *Pronouns*.

Emphasising *Emphatisch or Betonend* *Emphatique*

XVII. That the terms 'Objective,' 'Possessive,' and 'Nominative of Address' as names of Cases in English be discarded, and that so far as possible the Latin names of the Cases be used.

Thus :—

Instead of 'Subjective' the term *Nominative* should be used ;
 , , , 'Nominative of Address' the term *Vocative* should be used ;
 , , , 'Objective' the two terms *Accusative* and *Dative* should be used ;
 , , , 'Possessive' the term *Genitive* should be used.

Examples :—

I am ; thou art ; he is ; etc. (Nominative)

Where art thou, beam of light ? } (Vocative)
Good-day, Sir.

Who saw *him* die ? (Accusative)

I saw Mark Antony offer *him* a crown. (Dative)

Caesar's trophies.
Caesar's images.
Caesar's murderers.
A stone's throw.
Tempe's classic vale.

}

(Genitive)

NOTE.—The term *Case* is necessary even for English Grammar by itself, in view of the surviving inflexions, especially in pronouns, and also because it is desirable for the learner to recognise the likeness of English, so far as it extends, to more highly inflected languages.

From this point of view the following statement may be made in regard to the Cases in English :—

English, like German, has five Cases, viz. Nominative, Vocative, Accusative, Genitive, and Dative. In modern English some of the distinctions of form which originally existed have fallen away, but the differences of meaning are of great importance, as may be seen,

for instance, in the double use of ‘him’: *e.g.* “I brought *him* here” (Accusative); “I brought *him* a present” (Dative). Moreover the distinction between the Accusative and the Dative of Nouns in sentences which have both Cases is marked by the normal order of words (Dative before Accusative): *e.g.* “I gave my son a present”; “It saved my father much trouble.” See H. Sweet, *New English Grammar*, Part II., §§ 1823, 1990; C. T. Onions, *Advanced English Syntax*, § 103.

XVIII. That the same names of Cases be used also in French. [cf. XXI.]

<i>Case</i>	<i>Kasus</i>	<i>Cas</i>
<i>Nominative</i>	<i>Nominativ</i>	<i>Nominatif</i>
<i>Vocative</i>	<i>Vocativ</i>	<i>Vocatif</i>
<i>Accusative</i>	<i>Akkusativ</i>	<i>Accusatif</i>
<i>Genitive</i>	<i>Genetiv</i>	<i>Génitif</i>
<i>Dative</i>	<i>Dativ</i>	<i>Datif</i>

Examples :—

- Nom. *Je l'ai dit.*—*Ich habe es gesagt.*
 Voc. *Vous avez tort, mon ami.*—*Sieh, Herr, den Ring.*
 Acc. *Il me vit.*—*Er sah mich.*
 Gen. *J'en ai quatre.*—*La maison dont j'ai la clef.*—*Der Schlüssel des Hauses.*
 Dat. *Il me dit cela.*—*Er sagte es mir.*

XIX. That in French and English the Case used after Prepositions be called the Accusative.

NOTE.—In French this recommendation can be justified not only by obvious convenience but also historically, since in Vulgar Latin, both on inscriptions and in late writers, we find the Accusative replacing the Ablative after Prepositions (*Saturninus cum suos discentes*, at Pompeii even, *i.e.* before A.D. 79, see Meyer-Lübke, *Grammaire Comparée des Langues Romanes*, II. p. 29); and similarly in Byzantine Greek (from A.D. 600) and in vernacular modern Greek all Prepositions take the Accusative as their ordinary construction.

XX. That in Latin the names used for the Cases be as follows: *Nominative*, *Vocative*, *Accusative*, *Genitive*, *Dative*, *Ablative*; and that the term *Locative* be used to describe forms like ‘*humi*,’ ‘*ruri*,’ ‘*Romae*.’

NOTE 1.—The retention of the traditional names of the Cases in Greek and Latin to denote the particular categories of form is not inconsistent with the treatment of Cases like the Latin Ablative and the Greek Genitive as ‘syncretic’ Cases (the Greek Genitive having absorbed the functions of the original Ablative, the Latin Ablative those of the original Instrumental and Sociative and largely also those of the Locative).

Examples :—

'Ο θάνατος ἐλευθεροῖ τὴν ψυχὴν τὸν σώματος. (Genitive for original Ablative)

Securi percussus est. (Ablative for original Instrumental)

Eo anno interfectus est. (Ablative for original Locative)

NOTE 2.—The term *Instrumental* may be used, if it be found desirable, to describe the survival of this Case in English in the form ‘the’ (“the more the merrier”), and similarly to describe the German ‘desto.’

XXI. That in German the traditional names of the Cases be retained in preference to the new terms ‘Wer-Fall,’ ‘Wen-Fall,’ ‘Wes-Fall’ (or ‘Wessen-Fall’), ‘Wem-Fall.’

XXII. That the order of the Cases (where found) be as follows :—

Nominative
Vocative
Accusative
Genitive
Dative
Ablative

XXIII. That in the nomenclature of French Personal Pronouns the terms *Heavy* and *Light* are preferable to the terms ‘Disjunctive’ and ‘Emphatic,’ ‘Conjunctive’ and ‘Unemphatic’ respectively.

<i>Personal Pronoun</i>	<i>Personalpronomen</i>	<i>Pronom personnel</i>
<i>Heavy</i>	<i>Schwer</i>	<i>Lourd</i>
<i>Light</i>	<i>Leicht</i>	<i>Léger</i>

[The terms *strong* and *weak* are undesirable because of their frequent use in totally different meanings: in the conjugation of verbs Eng. ‘took,’ Germ. ‘schrieb,’ Gr. *ἔλαβον* are often called strong tenses; and in German the adjective ‘gutes’ in ‘gutes Tier’ is often said to belong to the strong declension, and ‘gute’ in ‘das gute Tier,’ as well as a large number of nouns (*e.g.* ‘Knabe’), to belong to the weak declension.]

XXIV. That in English Grammar no Gender be recognised.

NOTE.—The objection to distinctions of gender in English is that they are (1) unnecessary and (2) misleading. To call ‘father’ masculine, ‘mother’ feminine, ‘table’ neuter leads to nothing in English grammar; for, as there are no inflexions of gender in adjectives in modern English, there is no agreement of the adjective with its noun in gender; and further, to use the term ‘masculine’ as denoting male, ‘feminine’ as denoting female, and ‘neuter’ as denoting neither male nor female is to adopt a false definition of the term ‘gender.’ In Greek, Latin, French, and German there is only a partial identity between ‘masculine’ and ‘male,’ ‘feminine’ and ‘female,’ ‘neuter’ and ‘neither male nor

female'; nor is it true that the distinctions of gender in these languages are ultimately based upon distinctions of sex. For the results of modern research on this question see Brugmann, *Grundriss der vergleichenden Grammatik*, 2nd edition, Vol. II., part 1, pp. 82-103, and the discussion of the question (in a review of the abridged edition of this book) by R. S. Conway, *Classical Review*, Vol. XVIII. (1904), p. 412. See also the brief statements relating to English nouns and pronouns in H. Sweet's *Primer of Historical English Grammar* (1902), § 231, and the *English Accidence* in the Parallel Grammar Series, by J. Hall and E. A. Sonnenschein (1889), § 49, § 74.

XXV. That the following scheme of names of Tenses of the Indicative be adopted.

In this scheme account is taken not only of the relations of the tenses in the five languages to one another, but also of the needs of each language as taught separately. The verb 'write' is taken as an example (3rd person singular).

ENGLISH.

<i>writes</i>	Present	<i>has written</i>	Present Perfect
<i>will write</i>	Future	<i>will have written</i>	Future Perfect
<i>wrote</i>	Past	<i>had written</i>	Past Perfect
<i>would write</i>	Future in the past	<i>would have written</i>	Future Perfect in the past

with special Continuous Forms of each (*is writing*, *will be writing*, *was writing*, *would be writing*, *has been writing*, etc.), which mark the action as *going on*. Verbs like 'be,' 'love,' 'know,' which denote a state as distinct from an act, have as a rule no special Continuous Forms.

The tense called Past has a double use, (1) as a Past Historic, e.g. "On his arrival he wrote to me"; (2) as a Past Continuous, marking the action as either *going on* or *habitual* in the past, e.g. "He wrote while I read," "The poor soul sat sighing," "England loved Queen Victoria," "Milton wrote Latin verse."

The Future in the past and the Future Perfect in the past are seen in examples like "I thought that he would write," "I thought that he would have written before this."

GERMAN.

As English, except that German has no special Continuous Forms and no Future in the past or Future Perfect in the past (of the Indicative Mood).

<i>schreibt</i>	Present	<i>hat geschrieben</i>	Perfect
<i>wird schreiben</i>	Future	<i>wird geschrieben</i>	Future Perfect
<i>schrieb</i>	Past	<i>haben</i>	

hatte geschrieben Past Perfect

The German Past has the same double use as the English Past:

(1) as a Past Historic, e.g. "Als er ankam, schrieb er an mich"; (2) as a Past Continuous, marking the action as either *going on* or *habitual* in the past, e.g. "Das Wasser rauscht" (= rauschte), das Wasser schwoll, ein Fischer sass daran" (Goethe); "Goethe schrieb Balladen."

The German tense that corresponds to the English Present Perfect is used (1) as a Present Perfect, e.g. "Er hat schon an mich geschrieben," "Ich habe geliebt und gelebet"; (2) colloquially as a Past Historic, e.g. "Nach seiner Ankunft hat er an mich geschrieben." Hence this tense is called simply 'Perfect,' in order to distinguish it from the English 'Present Perfect.'

The forms *würde schreiben*, *würde geschrieben haben* have the same functions as the Future in the past and the Future Perfect in the past of English and French, but they belong to the Subjunctive Mood.

<i>Present</i>	<i>Präsens</i>	<i>Perfect</i>	<i>Perfekt</i>
<i>Future</i>	<i>Futur</i>	<i>Future Perfect</i>	<i>Futur-Perfekt</i> (for <i>Futurum Exactum</i>)
<i>Past</i>	<i>Präteritum</i> (if the shortened form <i>Präterit</i> is unacceptable)	<i>Past Perfect</i>	<i>Präterit-Perfekt</i> (or, if this is un- acceptable, <i>Plusquam- perfektum</i>)

FRENCH.

As English, except that French has no special Continuous Forms and that the two meanings of the English Past are represented in French by two distinct tenses (the Past Continuous or Imperfect, and the Past Historic). French has also two forms of the Past Perfect. The French tense that corresponds to the English Present Perfect is called simply 'Perfect,' because it is used (like the German Perfect) not only as a Present Perfect, e.g. "Il m'a déjà écrit," but also as a Past Historic, e.g. "Après son arrivée il m'a écrit."

<i>écrit</i>	Present	<i>a écrit</i>	Perfect
<i>écrira</i>	Future	<i>aura écrit</i>	Future Perfect
<i>écrivait</i>	Past Continuous or Imperfect	<i>avait écrit</i>	Past Perfect
<i>écrivit</i>	Past Historic	<i>eut écrit</i>	2nd Past Perfect
<i>écrirait</i>	Future in the past	<i>aurait écrit</i>	Future Perfect in the past
<i>Present</i>	<i>Présent</i>	<i>Perfect</i>	<i>Parfait</i>
<i>Future</i>	<i>Futur</i>	<i>Future Perfect</i>	<i>Futur Parfait</i>
<i>Past Continuous</i> or <i>Imperfect</i>	<i>Passé Continu</i> <i>ou Imparfait</i>	<i>Past Perfect</i>	<i>Passé Parfait</i>
<i>Past Historic</i>	<i>Passé Historique</i>	<i>2nd Past Perfect</i>	<i>Second Passé</i>
<i>Future in the past</i>	<i>Futur dans le passé</i>	<i>Future Perfect</i> <i>in the past</i>	<i>Parfait</i>
			<i>Futur Parfait</i>
			<i>dans le passé</i>

¹ These two tenses express the meanings of the English and the German Past (*wrote*, *schrieb*) and of the special English Continuous Form of the Past (*was writing*).

The term 'continuous' (in 'Past Continuous') is to be understood as covering both the durative and the habitual meanings of the tense.

The names ‘Passé Défini’ (for *écrivit*) and ‘Passé Indéfini’ (for *a écrit*) have been given up by the French Commission referred to above (page 122). And Prof. Brunot writes as follows : “Tant que *je chantai* et *j'ai chanté* s'appelaient l'un *passé défini*, l'autre *passé indéfini*, ni maîtres ni enfants n'avaient grande chance de comprendre, car ces mots sont si obscurs que les grammairiens du XVIII^e, et même du XVII^e siècle, en faisaient souvent un usage absolument contraire à celui qui a été adopté depuis” (*L'Enseignement de la Langue Française* : Paris, 1909, p. 15).

The name *Futur dans le passé* is adopted by the French Commission and by Prof. Brunot in *L'Enseignement*, etc. (p. 110).

LATIN.

As French, except that Latin has no separate form with the meaning of the French Past Historic, the Latin ‘Perfect’ being used both as a Present Perfect, *e.g.* “*Scripsi ut rescribas*,” and as a Past Historic, *e.g.* “*Scripsi ut describeres*,” “*Postero die ad me scripsit*.”

Latin has also no Future or Future Perfect in the past of the Indicative Mood, the past prospective meaning being expressed partly by the Future Infinitive, partly by tenses of the Subjunctive Mood.

<i>scribit</i>	Present	<i>scripsit</i>	Perfect
<i>scribet</i>	Future	<i>scripserit</i>	Future Perfect
<i>scribebat</i>	Past Continuous or Imperfect	<i>scripserat</i>	Past Perfect

GREEK.

Here the two meanings of the English ‘Past’ are expressed by distinct forms, as in French, the Greek Past Historic being called the Aorist—a name which is convenient in describing the tense-forms of the other moods and the verb-nouns and verb-adjectives formed from the same stem ; moreover the Greek Aorist often corresponds in meaning to an English Present Perfect, *i.e.* is wider in use than the tense called Past Historic in French. It seems desirable, therefore, on several grounds to retain the traditional name for this Greek tense.

<i>γράφει</i>	Present	<i>γέγραφε(ν)</i>	Present Perfect
<i>γράψει</i>	Future	<i>γεγράψεται</i>	Future Perfect
<i>ἔγραφε(ν)</i>	Past Continuous or Imperfect	<i>ἔγεγράφει(ν)</i>	(Pass.)
<i>ἔγραψε(ν)</i>	Aorist		Past Perfect.

¹ See note on p. 134.

The following table shows the chief correspondences of the tenses of the Indicative in the four foreign languages to the tenses of English¹ :—

ENGLISH	GERMAN	LATIN	FRENCH	GREEK
writes		scribit	écrit	$\gamma\rho\acute{\alpha}\phi\epsilon\iota$
is writing	}	scribiat		$\gamma\rho\acute{\alpha}\psi\epsilon\iota$
will write	}	wird schreiben		$\ell\gamma\rho\alpha\phi\epsilon(v)$
will be writing				$\ell\gamma\rho\alpha\psi\epsilon(v)$
wrote		scribebat		$\ell\gamma\rho\alpha\phi\epsilon(v)$
was writing		scribebat		$\ell\gamma\rho\alpha\psi\epsilon(v)$
would write				—
would be writing				—
has written		scripsit	a écrit	$\gamma\acute{\epsilon}\rho\alpha\phi\epsilon(v)$
has been writing		hat geschrieben		(Passive $\gamma\acute{\epsilon}\rho\alpha\psi\epsilon\tau\alpha$)
will have written		wird geschrieben haben	aura écrit	
will have been writing				
had written		hatte geschrieben	avait (eut) écrit	$\acute{\epsilon}\gamma\acute{\epsilon}\rho\acute{\alpha}\phi\epsilon\iota(v)$
had been writing				—
would have written				aurait écrit
would have been writing				—

¹ In this table some differences of usage are ignored, e.g. the use of *hat geschrieben* and *a écrit* as Past Historic tenses (see above, pp. 133 f.), and the use of the Present tense in the four foreign languages (with an adverbial expression of time) = the English *has been writing*.

SIGNATURES

E. A. SONNENSCHEIN, <i>Chairman</i>	E. L. MILNER BARRY
HENRY BRADLEY ¹	W. E. P. PANTIN
CLOUDESLEY BRERETON ²	AGNES S. PAUL
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W. C. COMPTON ³	FLORENCE M. PURDIE ^{5 6}
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JAMES GOW	W. G. RUSHBROOKE
R. M. HAIG BROWN	P. SHAW JEFFREY
EDITH HASTINGS ⁴	F. E. THOMPSON
	R. S. CONWAY, <i>Hon. Sec.</i>

NOTE.—Dr. Spencer was succeeded as a representative of the Modern Language Association by Mr. L. Von Glehn of the Perse School, Cambridge, early in November. Mr. Von Glehn was, however, unable to attend the only meeting of the Committee which was held subsequent to his appointment (November 6).

¹ But dissenting from Recommendation XXIII.

² But dissenting from Recommendations XXIII. and XXIV.

³ "Indicating general assent without being pledged to support every detail."

⁴ With reserve as to Recommendation XI. including the Note and the examples.

⁵ With reserve as to Recommendation IX.

⁶ With reserve as to Recommendations III., VI., and VIII. b.

ADDENDUM ON THE NOMENCLATURE OF FRENCH PERSONAL PRONOUNS DESIRED BY A MINORITY OF THE COMMITTEE

§ 1. We, the undersigned minority of the Committee, desire to offer proposals on this question which go beyond the limited statement that appears in the general Report. We desire to offer our best thanks to Professor L. E. Kastner, M.A., of the University of Manchester, for valuable advice in more than one part of this Addendum, especially in the statements relating to modern and mediaeval French usage.

We think it desirable that the terms *Heavy* and *Light* proposed by two of our number should be used in the strict and simple sense in which they were intended by them, namely, to describe the pronominal words by their form alone, and not as including any statement of their use or of their history. Thus :

Heavy means written with a diphthong ¹ or a doubled consonant (*moi, toi, soi, lui, leur, eux, elle, elles*).

Light means having no diphthong and no doubled consonant (*je, me, tu, te, il, ils, le, la, les, se*).

¹ In strict scientific phraseology this description would become : written with symbols which should properly denote a diphthong or with such as should properly denote a double consonant.—R. S. C.

§ 2. We are unwilling that this patent and teachable distinction should be confused by being regarded as parallel to that between the terms ‘Disjunctive’ and ‘Conjunctive,’ ‘Emphatic’ and ‘Unemphatic’; or the merely historical distinction of Tonic and Atonic (which is often incorrectly stated, and which gives misleading guidance as to usage). Under the current system

me in *vous me le donnez* is called a ‘Conjunctive’ form,
moi in *donnez-le-moi* is called a ‘Disjunctive’ form,

and the learner naturally connects the difference of name with the difference of form between *me* and *moi*.

But in *vous le leur donnez* and *donnez-le-leur*
 and in *vous le lui donnez* and *donnez-le-lui*

the different names ‘Conjunctive’ and ‘Disjunctive’ are applied, though there is no difference of form.

§ 3. With equal inconsistency *elle* is called a ‘Disjunctive’ form in *avec elle*, but a ‘Conjunctive’ form in *elle vient*. Such confusion is not the weakness of any one grammar, but inevitable in any system which attempts to base generic names for these pronouns on their very intricate usage. We venture to point out that a consistent and simple system can be attained by combining the terms Heavy and Light, used always and only with reference to form, with the Case names recommended by the Committee, Accusative being used as the name of the Case after Prepositions. We subjoin a table which shows the use of the terms Light and Heavy :—

SINGULAR.	Light	Heavy	Light	Heavy
1st Person			2nd Person	
Nom.	je		Nom.	
Acc.	me	}	Acc.	tu
Dat.	me		Dat.	te}
3rd Person Masc.			3rd Person Fem.	
Nom.	il		Nom.	
Acc.	le	}	Acc.	la}
Dat.	—	lui	Dat.	lui
PLURAL.			3rd Person Fem.	
3rd Person Masc.			Nom.	
Nom.	ils		Acc.	—
Acc.	les	}	les	}
Dat.	—	eux	Dat.	—
			elles	
			leur	

REFLEXIVE SINGULAR AND PLURAL.

3rd Person Masc. and Fem.		
Acc.	se	soi
Dat.	se	

The Plural Pronouns of the 1st and 2nd Persons, *nous*, *vous*, are the same in all Cases and uses.

§ 4. The chief rules under such a system would be :—

(1) Immediately before and after Verbs Light forms are used, except in the following cases, where Heavy forms are used :—

(a) When a Pronoun of the 1st or 2nd Person follows an Imperative, unless it is itself followed by *en* or *y* (*sauvez-moi*, *cache-toi*, *conduisez-y-moi*, *donnez-le-moi*; but *conduisez-m'y*, *donnez-m'en*).

(b) Where there are no Light forms, as in the Dative Singular and Plural of the 3rd Person (*je le lui donne*, *je le leur donne*).

(2) After Prepositions the Heavy form of the Accusative is used invariably.

(3) In emphatic Apposition (and after *c'est*, etc.) the Heavy forms of the Nominative and Accusative are used : *je la connais*, *elle*; *moi*, *je ne viendrai pas*; *ce sont eux*.

§ 5. The use of the forms *en* and *y* offers no difficulty in the terminology here suggested. They are Light forms of the 3rd Person Singular and Plural, used in special circumstances with special meanings, —*en* as a Genitive or Ablative, *y* as a Locative or Dative; to enter into a more detailed description of their uses here would serve no purpose.

le, *la*, *les* are used as Light forms of the Nominative of the 3rd Person in a Predicative sense, as in *êtes-vous prêt?* *Oui, je le suis.*

As these uses are so specialised we have not included them in the Table.

§ 6. We advocate the use of the terms Heavy and Light solely on the ground of their simplicity and clearness in actual teaching. But we think it well to point out that they have ample justification from the historical point of view.

(1) All the forms here called Heavy were accented in the earliest stage of the language.

(2) *ils*, ‘they,’ did not exist in that period (in old French *il* was used for ‘they’); and the precise history of *il*, ‘he, it’ (beside old Provençal *el*) is still a matter of dispute: see e.g. Meyer-Lübke, *Grammaire Comparée des Langues Romanes*, Vol. I., p. 91; Vol. II., pp. 103–7.

(3) All the other forms here called Light were unaccented in the earliest period.

But by subsequent confusion some Light forms came to be used in accented positions, and some Heavy forms in unaccented positions.

§ 7. We are conscious that our proposals involve a substantial

change in the current methods ; but we believe that all French teachers of experience find the existing practice, in whatever form, a grievous burden ; and from the very nature of the facts we believe that the only possible remedy lies in basing the nomenclature on form and Case, and on nothing else.

R. S. CONWAY.
EDITH HASTINGS.
E. L. MILNER BARRY.
ELEANOR PURDIE.
W. G. RUSHBROOKE.
H. G. FIEDLER.
R. M. HAIG BROWN.
FLORENCE M. PURDIE.
P. SHAW JEFFREY.
JAMES GOW.

MEMORANDUM ON AFFEDEDERATED ASSOCIATIONS.

By Rule 20 the Classical Association has power to enter into relations with other bodies having like objects with its own within the limits of the British Empire,¹ upon their application to the Council, and by vote of the same. The Council shall in each case determine the contribution payable by any such body and the privileges to be enjoyed by its members. The President of any body so associated shall during his term of office be a Vice-president of the Classical Association.

Most of the Associations who have hitherto expressed a wish to enter into relations with the Classical Association have laid particular stress upon the importance of obtaining the *Proceedings* and *The Year's Work* for their members. As it seems desirable to secure uniformity as far as possible in the relations of the Classical Association with other Associations, the Council has passed the following resolution to regulate these relations :

“ In the case of an affederated association of not less than forty members the annual subscription payable to the Classical Association shall be at the rate of 3s. 6d. for each member, but in the case of an association of less than forty members the sum of £2 per annum, together with an annual subscription of 2s. 6d. for each member. In either case members shall receive the *Proceedings* and *The Year's Work*. The collection of members' subscriptions and the distribution of the publications shall be undertaken by the local association.”

¹ This limitation has since been removed by an alteration of Rule 20. See p. 41.

STATEMENT OF ACCOUNTS

<i>Credit and Receipts.</i>								
	£	s.	d.	£	s.	d.		
Entrance-fees (64)	16	0	0					
Subscriptions, 1906-7-8 (48)	12	0	0					
,, 1909 (458)	114	10	0					
,, 1910-11-12-13 (99)	24	15	0					
Odd subscriptions	0	7	3					
Two anonymous subscriptions (through post)	0	10	0					
Return from Hon. Sec. and bank	0	2	3					
Libraries	2	10	6					
Life-subscriptions	43	0	0					
Subscriptions paid direct into bank to Dec. 7th	125	15	0					
Paid to bank and Treasurer for <i>Year's Work</i>	0	19	0					
				340	9	5		
Interest on Investments (less tax) :—								
£298 18s. 5d. New Zealand 3½% Stock ...	9	12	0					
£300 India 3½% Stock	8	5	6					
£100 Deposit at Chartered Bank ...	3	15	8					
				21	13	2		
Balance from 1908		230	7	2		
				£592	9	9		

Audited and found correct.

(Signed) W. E. PANTIN.

JANUARY 1ST TO DECEMBER 20TH, 1909.

	<i>Expenditure.</i>					
	£	s.	d.	£	s.	d.
Printing	17	3	0			
Postage	16	3	5			
Clerical assistance	40	0	0			
Travelling expenses of members of Council and Committees	71	0	5			
Hire of rooms, etc., for Council	2	0	6			
Bank-charges	0	5	6			
Returns of subscriptions paid in error ...	0	15	0			
<i>Grants to Branches—</i>	£	s.	d.			
Birmingham	1	5	0			
Liverpool	0	15	0			
Manchester	3	0	0			
Nottingham	0	5	0			
	—			5	5	0
Grant to Terminology Committee	5	0	0			
<i>Year's Work</i> , vol. iii. (including deficit on “Pronunciation of Greek”)	89	7	4			
<i>Proceedings</i> , vol. v. (Oct. 1907)	59	1	4			
	—			306	1	6
Grant to Journals Fund	150	0	0			
Invested £100 3½% India Stock, with costs ...	96	17	6			
	—			552	19	0
Bank-balance, December 20th, 1909 ...	36	0	9			
In hand, December 20th, 1909 ...	3	10	0			
	—			£592	9	9

(Signed) C. FLAMSTEAD WALTERS,
Hon. Treasurer.

APPENDIX

OFFICERS OF THE ASSOCIATION FOR 1910

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HON. TREASURER

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H. WILLIAMSON, Esq., M.A., Manchester Grammar School.

Representing the Classical Association of South Australia

PROFESSOR J. P. POSTGATE, Litt.D.

Representing the Classical Association of New South Wales

E. R. GARNSEY, Esq., B.A.

RULES

*Adopted at the first General Meeting of the Association, May 28th, 1904 ;
Amended at the General Meetings of January 5th, 1906, October 10th,
1908, and January 11th, 1910.*

1. The name of the Association shall be "THE CLASSICAL ASSOCIATION."

2. The objects of the Association are to promote the development and maintain the well-being of classical studies, and, in particular :—

- (a) To impress upon public opinion the claim of such studies to an eminent place in the national scheme of education;
- (b) To improve the practice of classical teaching by free discussion of its scope and methods;
- (c) To encourage investigation and call attention to new discoveries;
- (d) To create opportunities for friendly intercourse and co-operation among all lovers of classical learning in this country.

3. The Association shall consist of a President, Vice-Presidents, a Treasurer, two Secretaries, a Council of fifteen members besides the Officers, and ordinary Members. The officers of the Association shall be members thereof, and shall be *ex officio* members of the Council.

4. The Council shall be entrusted with the general administration of the affairs of the Association, and, subject to any special direction of a General Meeting, shall have control of the funds of the Association.

5. The Council shall meet as often as it may deem necessary, upon due notice issued by the Secretaries to each member, and at every meeting of the Council five shall form a quorum.

6. It shall be within the competence of the Council to make rules for its own procedure, provided always that questions before the Council shall be determined by a majority of votes, the Chairman to have a casting vote.

7. The General Meeting of the Association shall be held annually in some city or town of England or Wales which is the seat of a University, or at any place within the limits of the British Empire which has been recommended by a special resolution of the Council; the place to be selected at the previous General Meeting.

8. The President, Vice-Presidents, Treasurer, Secretaries, and Council shall be elected at the General Meeting, but vacancies occurring in the course of the year may be filled up temporarily by the Council.

9. The President shall be elected for one year, and shall not be eligible for re-election until after the lapse of five years.

10. The Vice-Presidents, the Treasurer, and the Secretaries shall be elected for one year, but shall be eligible for re-election.

11. Members of the Council shall be elected for three years, and on retirement shall not be eligible for re-election until after the lapse of one year. For the purpose of establishing a rotation the Council shall, notwithstanding, provide that one-third of its original members shall retire in the year 1905 and one-third in 1906.

12. The Election of the Officers and Council at the General Meeting shall be by a majority of the votes of those present, the Chairman to have a casting vote.

13. The list of *agenda* at the General Meeting shall be prepared by the Council, and no motion shall be made or paper read at such meeting unless notice thereof has been given to one of the Secretaries at least three weeks before the date of such meeting.

14. Membership of the Association shall be open to all persons of either sex who are in sympathy with its objects.

15. Ordinary members shall be elected by the Council.

16. There shall be an entrance fee of 5s. The annual subscription shall be 5s., payable and due on the 1st of January in each year.

17. Members who have paid the entrance fee of 5s. may compound for all future subscriptions by the payment in a single sum of fifteen annual subscriptions.

18. The Council shall have power to remove by vote any member's name from the list of the Association.

19. Alterations in the Rules of the Association shall be made by vote at a General Meeting, upon notice given by a Secretary to each member at least a fortnight before the date of such meeting.

20. The Classical Association shall have power to enter into relations with other bodies having like objects with its own, upon their application to the Council and by vote of the same. The Council shall in each case determine the contribution payable by any such body and the privileges to be enjoyed by its members. The President of any body so associated shall during his term of office be a Vice-President of the Classical Association. But the members of the associated body shall not be deemed to be members of the Classical Association, nor shall they have any of the rights or privileges of members beyond such as they shall enjoy through the operation of this rule.

The provisions of Rules 8, 10, 12, and 16 shall not apply to the Vice-Presidents created under this rule. If the President of any body so associated is unable to attend the meetings of Council, the Council shall have power to invite that body to nominate a representative to serve for a limited period (not exceeding one year) as an additional member of Council beyond the number 15 mentioned in Rule 3.

NAMES AND ADDRESSES OF MEMBERS

* * * This list is compiled from information furnished by Members of the Association, and Members are requested to be so kind as to send immediate notice of any CHANGE in their addresses to Prof. W. C. F. WALTERS, 3, Douglas House, Maida Hill West, London, W., with a view to corrections in the next published List. The Members to whose names an asterisk is prefixed are Life Members.

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- YEATER, *Miss* L. J., State Normal School, Second District, Warrensburg, Miss., U.S.A.
- YOUNG, F. S., M.A., The College, Bishop's Stortford, Herts.
- YOUNG, *Miss* M. S., Aske's School for Girls, Hatcham, S.E.

YOUNG, R. Fitzgibbon, M.A., The University, Leeds.

YULE, *Miss A. F.*, F.S.A.S., Tarradale, Ross-shire.

ZACHARY, *Miss K. T.*, 6, Lynwood Grove, Sale, Cheshire.

ZIMMERN, A. E., B.A., New College, Oxford.

ZIMMERN, *Miss D. M.*, Oakhill Drive, Surbiton.

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TOPOGRAPHICAL LIST OF MEMBERS

(This is an index intended for reference only. For full titles the alphabetical list should be consulted. Names marked * denote the Local Correspondent for the place or district.)

ENGLAND

BEDFORDSHIRE—

- Bedford* . . . Belcher, Miss E. M.
- Davies, E. J. Llewellyn.
- Edghill, Miss.
- King, J. E.
- Kyrke-Penson, Miss E.
- Marsh, W.
- Robinson, F. P. G.
- Westaway, F. W.
- Sandy* . . . Edmonds, Miss U. M.
- Woburn Sands* . Whibley, C.

BERKSHIRE—

- Abingdon* . . Barker, E. J. P. Ross.
- Gibson, H. H.
- Layng, Rev. T
- Moore, Rev. W.
- Stone, Rev. E. D.
- Tatham, M. T.
- Bradfield Coll.* . Gray, Rev. H. B.
- Irvine, A. L.
- Vince, J. H.
- Maidenhead* . . Beckwith, E. G. A.
- Oldershaw, L. R. F.
- Mortimer* . . Anderson, W. C. F.
- Newbury* . . Bingham, H. B.
- Cobbe, Miss A. M.
- Sharwood-Smith, E.
- Pangbourne* . . Devine, Alex.
- Radley College* . Field, Rev. T.
- Reading* . . Eppstein, Rev. W. C.
- Harris, H. W.
- Herford, Miss C.
- Roscoe, H. W. K.
- Wellington Coll.* . Upcott, E. A.
- Wokingham* . . Mansfield, E. D.

BUCKINGHAMSHIRE—

- Eton College* . Austen-Leigh, E. C.

BUCKINGHAMSHIRE—continued

- Eton College* . Blakiston, C. H.
- (continued) Bowlby, Rev. H. T.
- Brinton, H.
- Broadbent, H.
- Cattley, T. F.
- Chitty, Rev. G. J.
- Churchill, E. L.
- Cornish, F. W.
- Crace, J. F.
- Duckworth, F. R. G.
- Goodhart, A. M.
- Headlam, G. W.
- Hornby, Rev. J. J.
- Impey, E.
- Kindersley, R. S.
- Luxmoore, H. E.
- Lyttelton, Rev. and Hon. E.
- Macnaghten, H.
- Radcliffe, Rev. R. C.
- *Ramsay, A. B.
- Rawlins, F. H.
- Stone, E. W.
- Tatham, H. F. W.
- Vaughan, E. L.
- Wells, C. M.
- Slough* . . Welsh, Miss E.
- Stoke Poges* . . Parry, E. H.
- Wycombe Abbey* Daniel, Miss C. I.
- Dove, Miss J. F.
- Harris, Miss M.
- Lang, Miss H. M.

CAMBRIDGESHIRE—

- Cambridge* :
- Caius College* . Allbutt, Prof. Sir T. C.
- Reid, Prof. J. S.
- Ridgeway, Prof. W.
- Roberts, Rev. E. S.
- Christ's College* . Campbell, S. G.
- Hales, G. T.

CAMBRIDGESHIRE—continued

Cambridge—continued*Christ's College* Peile, J.

(continued) *Rackham, H.

Skeat, Rev. Prof.
W.*Clare College* Atkinson, Rev. E.

*Wardale, J. R.

Corpus Christi College Moule, C. W.

Streane, Rev. A. W.

Emmanuel Coll. Chawner, W.

Giles, P.

Greenwood, L. H. G.

Girton College *Jex-Blake, Miss K.

Jones, Miss E. E. C.

Jesus College Abbott, E.*King's College* Browning, O.

Bury, Prof. J. B.

Durnford, W.

Headlam, W. G.

Nixon, J. E.

Sheppard, J. T.

Tilley, A. A.

Waldstein, Prof. C.

*Wedd, N.

Magdalene Coll. Benson, A. C.

Donaldson, Rev. S. A.

Gaselee, S.

*Peskett, A. G.

Vernon Jones, V. S.

Newnham Coll. Conway, Miss A. E.

Gardner, Miss A.

*Harrison, Miss J. E.

Matthaei, Miss L. E.

Sharpley, Miss E. M.

Wedd, Mrs. N.

Pembroke Coll. Bethune-Baker, Rev. J. F.

Hadley, W. S.

Lawson, J. C.

Mason, Rev. A. J.

Wace, A. J. B.

Whibley, L.

Peterhouse Barnes, Rev. Prof. W. E.

Edwards, H. J.

Ward, Dr. A. W.

Queens' College Cook, A. B.

Gray, Rev. J. H.

Plaistowe, F. G.

St. Catharine's Coll. Jones, W. H. S.*St. John's Coll.* Glover, T. R.

Graves, Rev. C. E.

Mayor, Rev. Prof. J. E. B.

Sandys, J. E.

CAMBRIDGESHIRE—continued

Cambridge—continued*St. John's Coll.* Sikes, E. E.

(continued) Stewart, Rev. H. F.

Selwyn College Williams, W. N.*Sidney Sussex**College* *Edwards, G. M.*Trinity College* Butler, Very Rev. H.

Montagu.

Cornford, F. M.

Duff, J. D.

Frazer, J. G.

*Harrison, E.

Hicks, R. D.

Image, J. M.

Jackson, Prof. H.

Jenkinson, F. J. H.

Lamb, W. R. M.

Parry, Canon R. St. J.

Reunie, W.

Robertson, D. S.

Stanton, Rev. Prof.

V. H.

Stobart, J. C.

Stuart, C. E.

Verrall, A. W.

Wright, W. Aldis.

Trinity Hall Angus, C. F.

Cronin, Rev. H. S.

Cambridge Adam, Mrs. A. M.

Beck, Rev. Canon E. J.

Burkitt, Prof. F. C.

Bury, Rev. R. G.

Butler, Mrs. H. M.

Byrne, Miss A. D.

Clark, J. W.

Collins, A. J. F.

Colson, F. H.

Flather, J. H.

Gibson, Mrs.

Giles, Prof. H. A.

Gwatkin, Rev. T.

Hayes, B. J.

Kennedy, Miss J. E.

Kennedy, Miss M. G.

Leighton, R. L.

Lewis, Mrs.

Macfarlane - Grieve,
W. A.

Mason, W. A. P.

Nolan, Monsignor E.

Peskett, Miss S. M.

Powell, Miss H. L.

Rapson, Prof. E. J.

Rouse, W. H. D.

Steen, W. P.

APPENDIX

CAMBRIDGESHIRE—*continued*

<i>Cambridge</i>	Taylor, J. H.
(<i>continued</i>)	Thompson, E. S.
	Verrall, Mrs. M. de G.
	Verrall, Miss H. W. de G.
	Walker, W. W.
<i>Ely</i>	Blakeney, E. H.
	Chase, Rt. Rev. F. H., D.D., Bishop of Ely.
	Glazebrook, Rev. Canon M. G.
	Kirkpatrick, Rev. A. F.

CHESHIRE—

<i>Alderley Edge</i>	Williams, L. Stanley.
<i>Altringham</i>	Johnson, Miss L. A.
<i>Birkenhead</i>	Baines, Miss K. M.
	Griffin, F.
<i>Bowdon</i>	Gray, Mrs.
	Lang, Miss E.
<i>Chester</i>	Day, Miss K.
<i>Liscard</i>	Limebeer, Miss D.
<i>Nantwich</i>	Jones, H. L.
	Moor, S. A.
<i>Oxton</i>	Danson, F. C.
	Davies, M. L.
	Hebbelthwaite, D. N.
<i>Sale</i>	Zachary, Miss K. T.
<i>Tattenhall</i>	Gardiner, Miss.
<i>Wallasey</i>	Walters, Miss T. G.
<i>West Kirby</i>	Hollowell, Rev. W.
<i>Wilmslow</i>	Thompson, Alderman Joseph.

CORNWALL—

<i>Falmouth</i>	Ward, W. W.
<i>Truro</i>	Flood, Miss M. L.

CUMBERLAND—

<i>Carlisle</i>	Williams, Rev. G. H.
<i>St. Bees</i>	Lewis, Rev. F.

DERBYSHIRE—

<i>Chatsworth</i>	Strong, Mrs. S. A.
<i>Glossop</i>	Newton, Miss A.
<i>Matlock Bath</i>	Watkins, Miss L. B.
<i>Repton</i>	Cattley, Rev. A.
	Edmonds, J. M.
	Ford, Rev. L. G. B. J.
	Wilson, T. I. W.

DEVONSHIRE—

<i>Fremington</i>	Church, H. S.
<i>Paignton</i>	Bubb, Rev. C. S.
<i>Plymouth</i>	Thompson, J.
<i>Silverton</i>	Evans, W. H.

DEVONSHIRE—*continued*

<i>Teignmouth</i>	Veysey, W. B.
<i>Torquay</i>	Howard, Rev. A. W.
<i>Yelverton</i>	
<i>R.S.O.</i>	Radford, Miss E.

DORSET—

<i>Sherborne</i>	Bensly, Rev. W. J.
	Hoyle, Miss S. F.
	King, H. R.

<i>Weymouth</i>	Iremonger, Miss E.
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DURHAM—

<i>Darlington</i>	Fuller, Miss B. B.
	Massingham, A.
	Smith, A. J.
<i>Durham</i>	Bramwell, W. H.
	How, Rev. J. H.
	Jevons, Principal F. B.
	Kynaston, Rev. Prof.
	MacKenzie, Rev. H.
	W.
	Tombs, J. S. O.
	Walker, Rev. D.
<i>Sunderland</i>	Hughes, Miss M. V.

ESSEX—

<i>Braintree</i>	Courtauld, G., Junr.
<i>Brentwood</i>	Bean, Rev. E.
<i>Chigwell School</i>	Swallow, Rev. R. D.
<i>Colchester</i>	Bourne, Miss M. E.
<i>Dovercourt</i>	Valentine, J.
<i>Felsted</i>	Stephenson, Rev. F.
<i>Saffron Walden</i>	Hirst, Miss M. E.
<i>Walthamstow</i>	Guy, Rev. B. C.

GLOUCESTERSHIRE—

<i>Bristol</i>	Brooks, Prof. F.
	Cowl, Prof. R. P.
	Elliot, C. H. B.
	Muschamp, J. G. S.
	Norwood, C.
	Pooler, Rev. C. K.
<i>Cheltenham</i>	Boyd, Miss H.
	Cade, F. J.
	Ellam, E.
	Exton, G. F.
	Faithfull, Miss L. M.
	Horsfall, Miss.
	Latter, H.
	Malaher, Miss F. E.
	Newman, W. L.
	Pearman, Miss C. G.
* <i>Purdie</i>	Miss E.
	(Ladies' College).
	Risley, C. S.
	Saunders, Miss M. B.

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GLoucestershire—continued

<i>Cheltenham</i>	.	Skirving, E. S.
(continued)		Thornton, C.
		Towers, R. M.
		Walters, F. E.
		Waterfield, Rev. R.
		Weech, W. N.
		Wishart, Miss J. R.
<i>Stonehouse</i>	.	Bramley, J.
<i>Stroud</i>	.	Stanton, C. H.
<i>Tewkesbury</i>	.	Drysdale, Miss M.

Hampshire—

<i>Andover</i>	.	Hammans, H. C.
<i>Basingstoke</i>	.	Hayes-Belcher, Rev. T.
<i>Bournemouth</i>	.	Johnson, Rev. G. H.
<i>Brockenhurst</i>	.	Gurney, Miss Sybella.
<i>Hayling Island</i>	.	Bryans, C.
<i>Isle of Wight,</i>		
<i>Osborne</i>	.	Godfrey, C.
<i>Liphook</i>	.	Titherington, Rev. A. F.
<i>Petersfield</i>	.	Badley, J. H.
		Williams, A. M.
<i>Portsmouth</i>	.	Nicol, J. C.
<i>Southampton</i>	.	Ellaby, C. S.
		Oke, A. W.
<i>Southsea</i>	.	Banks, Mrs. L.
		Eastwood, H. J.
		Holder, P. J.
		White, Miss E. L.
<i>Winchester</i>	.	Bramston, Rev. J. T.
		Burge, Rev. H. M.
		Crawford, E. R.
<i>*Cruickshank</i>	.	Rev. A. H.
		Helbert, L.
		Kirby, W. R.
		Rendall, M. J.
		Smith, N. C.
		Trench, W. L.

Herefordshire—

<i>Hereford</i>	.	Chapman, P. M.
		Newton, C. W.
		Ragg, Rev. W. H. M.
		Sharpley, H.
<i>Leominster</i>	.	Neild, Miss H. T.

Hertfordshire—

<i>Baldock</i>	.	Hall, Miss M. L.
<i>Barnet</i>	.	Lee, Rev. J. B.
<i>Berkhamsted</i>	.	Evans, Lady.
		Footner, Harry.
		Fry, Rev. T. C.
		Greene, C. H.
		Hopkins, T. H. C.

Hertfordshire—continued

<i>Bishops - Stortford</i>	.	Case, Miss Esther.
		Young, F. S.
<i>Bushey</i>	.	James, Miss L.
		Richardson, Miss E. M.
<i>Haileybury Coll.</i>	.	Coleridge, E. P.
		Fenning, Rev. W. D.
		Kennedy, W.
		Milford, Rev. L. S.
		Mitchell, M. W.
		Turner, J. A.
		Vaughan, M.
		Waters, G. T.
		Wright, Rev. H. C.
<i>Hertford</i>	.	Dunlop, Miss M. M.
		Ferguson, Miss J. S.
<i>Hitchin</i>	.	King, J.
<i>Letchworth</i>	.	Miali, Prof. L. C.
		Nowers, G. P.
		Nowers, Mrs. G. P.
<i>St. Albans</i>	.	Ashworth, Miss H. A.
		Papillon, Rev. Canon T. L.
		Trollope, A. H.
		Unwin, S. R.
<i>Tring</i>	.	Beasley, T. E.
<i>Ware</i>	.	Burton, Rev. Edwin.
		Ward, Canon B.
<i>Watford</i>	.	Whishaw, Miss E. J.

Huntingdonshire—

<i>Godmanchester</i>	.	Sloman, Rev. Canon A.
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Kent—

<i>Ashford</i>	.	Austin, Alfred.
<i>Beckenham</i>	.	Berridge, Miss E. H.
		Tanner, Miss L. K.
<i>Blackheath</i>	.	<i>See LONDON.</i>
<i>Bromley</i>	.	Barker, Canon P.
		Heppel, Miss Mary L.
		Hogarth, Miss M. I.
		Loly, G.
		Wishart, Miss G.
<i>Canterbury</i>	.	Bowen, H. C.
		Burnside, Rev. W. F.
		Chamberlain, H. M.
		Purton, G. A.
<i>Chislehurst</i>	.	Myers, Ernest.
<i>Dover</i>	.	Compton, Rev. W. C.
<i>Eastry</i>	.	Northbourne, Lord.
<i>Eltham</i>	.	Gwatkin, Miss E. R.
		Rubie, Rev. A. E.
<i>Folkestone</i>	.	Jelf, C. R.
<i>Footscray</i>	.	Pearce, J. W. E.
<i>Gravesend</i>	.	Conder, Miss E. M.

APPENDIX

KENT—*continued*

<i>Lee</i>	.	Hooper, Miss E. S.
<i>Rochester</i>	:	Newcomb, Miss E.
<i>Sevenoaks</i>	.	Church, Rev. A. J.
		Ritchie, F.
		Tait, Rev. G. A.
<i>Sidecup</i>	.	Hooper, Miss E. S.
<i>Sittingbourne</i>	.	Winton, A. J. de.
<i>Sutton-Valence</i>	.	Bennett, G. L.
<i>Tonbridge</i>	.	Gordon, W. M.
		Stokoe, H. R.
		Tancock, Rev. C. C.
<i>Tunbridge Wells</i>	.	Barnard, P. M.
		Bull, Rev. R. A.
		Honywill, M. J.
		Sanders, Miss A. F. E.

LANCASHIRE—

<i>Ashton-on-</i>		
<i>Mersey</i>	.	Agar, T. L.
<i>Blackburn</i>	.	<i>See STONYHURST.</i>
<i>Blackpool</i>	.	Sarson, Arnold.
<i>Bolton</i>	.	Archer, F.
		Dymond, Miss O.
		Kidd, E. S.
		Lipscomb, W. G.
<i>Burley-in-</i>		
<i>Wharfedale</i>	.	Goodrich, W. J.
<i>Burnley</i>	.	Henn, Hon. Mrs.
		Henn, Rev. Canon.
<i>Castleton</i>	.	Ormerod, J.
<i>Citheroe</i>	.	Coleman, H. O.
<i>Colne</i>	.	Wiggleworth, Miss E.
<i>Lancaster</i>	.	Watson, Rev. H. A.
<i>Littleborough</i>	.	Sutcliffe, W. H.
<i>Liverpool</i>	.	Banks, Very Rev.
		Canon.
		Beaumont, Miss.
		Bevan, Miss F. E.
		Bosanquet, Prof. R. C.
		Bramley-Moore, Miss.
		Brett W. B.
		Brockman, Rev. R. T.
		Brown, A. Theodore.
		Browne, Very Rev.
		Joseph.
		Caton, Dr. Richard.
		Collis, Miss F. A.
		Connell, Rev. A.
		Cotton, Rev. Dr.
		Cradock-Watson, H.
		Dale, A. W. W.
		Ewart, Miss E. J.
		Fletcher, Frank.
		Forbes, Dr. H. O.
		Forbes, Kenneth.
		Gibson-Smith, Rev.
		Canon.

LANCASHIRE—*continued*

<i>Liverpool</i>	.	Gladstone, Robert.
	(continued)	Gorse, Rev. H.
		Hall, F. J.
		Hardeman, J. T.
		Harrison, Miss E.
		Hartley, E.
		Keen, Miss E. M.
		Kempthorne, Rev.
		Canon.
		Kitchener, E.
		Lancelot, Rev. J. B.
		Lawrence, E.
		Legge, J. G.
		Le Page, Miss.
		Linton-Smith, Rev. M.
		Macnaughton, D. A.
		Mason, Miss D.
		McCormick, Rev. J. G.
		Muspratt, E. K.
		Myres, Prof. J. L.
		O'Malley, B. F. K.
		Pallis, Alexander.
		Paton, Alfred V.
		Postgate, Prof. J. P.
		Prideaux, W. R.
		Robertson, A. J.
		Robinson, Miss M. E.
		Silcox, Miss A.
		Smith, Miss G. M.
		Smith, Miss W.
		Thicknesse, Philip.
		Timmons, Rev. M.
		Watts, A.
		Williams, Miss M. E.
		Willink, W. E.
		Woodward, Prof. W.
		H.
<i>Manchester</i>	.	Allen, Rev. W. C.
		Ashton, Mrs.
		Barlow, T. D.
		Brooke, Mrs.
		Buller, Rev. F. G.
		Burrows, Prof. R. M.
		Burstall, Miss S. A.
		Campbell, H. E.
		Carruthers, G.
		Carter, Rev. T. N.
		Clarke, Miss E. M.
		Conway, Prof. R. S.
		Conway, Mrs.
		Cran, Miss L.
		Crompton, Miss A.
		Crozier, W. P.
		Dakers, H. J.
		Dauncey, G. H. J.
		Dawkins, Prof. W.
		Boyd.

LANCASHIRE—*continued*

- Manchester* . . Dawkins, Miss E.
(continued) Boyd.
 Dobson, J. F.
 Donner, Sir E.
 Eckhard, Mrs.
 Fairbairns, Miss.
 Fry, C. E.
 Gleave, J. J.
 Goodyear, C.
 Guppy, H.
 Hall, Joseph.
 Henry, Brother E.
 Herford, Miss C.
 Hewart, G.
 Hogg, Prof. H. W.
 Hopkinson, Alfred.
 Hopkinson, J. H.
 Horsfall, Rev. A.
 Horsley, R. P.
 Howarth, Miss A.
 Hughes, C.
 Ingle, N. L.
 Kelly, Canon J. D.
 Kelsey, C. E.
 Knott, O.
Knox, Rt. Rev. E.
 (Bishop of Manchester).
 Lamb, Prof. H.
 Lilley, Miss M.
 Limebeer, Miss D.
 Love, Miss J.
 Macalpine, B. J.
 MacInnes, J.
 Martin, Rev. Prof.
 Currie.
 Massey, Mrs.
 Montague, C. E.
 Montague, Mrs.
Moulton, Rev. J. H.
 Paton, J. L.
 Peake, Prof. A. S.
 Roby, A. G.
 Sadler, Prof. M. E.
 Scott, Dr. John.
 Shillington, Miss A.
 Sidebotham, H.
 Simon, Mrs. H.
 Sinclair, Prof. Sir W.
 J.
 Spencer, C. E. G.
 Sutton, E.
 Warburton, F.
 Warman, A. S.
Welldon, Rt. Rev.
 Bishop J. E. C.
 Williamson, H.

LANCASHIRE—*continued*

- Manchester* . . Wood, Carl.
(continued) Wood, H.
 Worrall, Mrs. Janet.
Newton Heath . . Horsfall, A.
Oldham . . Gregory, Miss A. M.
Preston . . Nicholson, Miss J.
Prestwich . . Grundy, W. W.
Rochdale . . Stenhouse, Miss S. E.
Rossall School . . Furneaux, L. R.
 Houghton, Rev. E. J.
 W.
 Nicklin, Rev. T.
 Taylor, G. M.
Salford . . Campion, Rev. C. T.
 Casartelli, Rt. Rev. L.
 C. (Bishop of Salford).
 Hicks, Canon E. L.
St. Helens . . Matthews, Miss.
 Walker, Miss.
Stonyhurst . . Browne, Rev. J.
 Davis, Rev. H.
 May, T.
 Plater, Rev. C. D.
 Scoles, Rev. I. C.
Widnes . . Lewis, Richard.

LEICESTERSHIRE—

- Leicester* . . Harper, G. P.
 Rudd, G. E.
 Russell, B. W. N.
 Sloane, Miss E. J.
 Went, Rev. J.
Lutterworth . . Darlington, W. S.
Oadby . . Billson, C. J.

LINCOLNSHIRE—

- Boston* . . White, W.
Grantham . . Keeling, Rev. W. T.
Horncastle . . Walter, Rev. J. Conway.
Lincoln . . Fox, F. W.
 Wickham, Dean.
Louth . . Worrall, A. H.
Stamford . . Lovegrove, E. W.
 Richardson, Rev. J. F.

LONDON—

- Aske's School for
Girls* . . Young, Miss M. S.
*Aske's School,
Hampstead* . . Spilsbury, A.
Bedford Coll. . . MacGregor, J. M.
 Morton, Miss A.
 Strudwick, Miss E.

APPENDIX

LONDON—continued

<i>City of London</i>	
<i>School</i>	Chilton, Rev. A.
<i>Clapham H. S.</i>	Trenerry, Miss E. L.
<i>Colet Court</i>	Bewsher, J.
	Giveen, R. L.
<i>Colfe Gr. Sch.</i>	Lucas, J. W.
<i>Dulwich Coll.</i>	Hose, H. F.
<i>Dulwich H. S.</i>	Furness, Miss S. M. M.
	Silcox, Miss L.
<i>Emanuel School</i>	Macassey, E. L.
<i>Hampstead</i>	Linnell, Miss.
	Marshall, Rev. and Mrs. D. H.
<i>Highgate Gr. S.</i>	Lamb, J. G.
<i>James Alleyne's</i>	
<i>School</i>	Coulter, Miss.
<i>Kennure Sch.</i>	Hawkins, C. V.
<i>Kensington Park</i>	
<i>High School</i>	Heppel, Miss E. A.
<i>King's College</i>	Bate, R. S.
	Compston, Rev. H. F. B.
	Fotheringham, J. K.
	Guthkelch, A.
	Hales, J. F.
	Headlam, Rev. Dr. A. C.
	Legg, Rev. S. C. E.
	Nairne, Rev. Prof. A.
	Oakeley, Miss H. D.
	Spalding, K. J.
	Turner, B.
	*Walters, Prof. W. C. F.
<i>Merchant Taylors' Sch.</i>	Bamfyld, F. G.
	*Conway, Rev. F.
	Masham, Rev. J. G.
	Nairn, Rev. Dr. J. A.
	Wells, G. H.
<i>Mill Hill Sch.</i>	McClure, J. D.
<i>N. London Collegiate Sch.</i>	Armstead, Miss H.
	Holding, Miss G. E.
<i>Notting Hill High School</i>	Slater, Miss W. M.
	Stoneman, Miss A. M.
<i>Queen's College</i>	Harper, Miss B.
	Lewer, Miss C. E.
	Spalding, K. J.
<i>St. Mary's Coll.</i>	Wood, Miss M. H.
<i>St. Olave's Gr.</i>	
<i>School</i>	Rushbrooke, W. G.
	Simpson, P.
	Witton, F. W.
<i>St. Paul's Girls'</i>	
<i>School</i>	Gray, Miss F.
	Rogers, Miss M. D.

LONDON—continued

<i>St. Paul's Sch.</i>	Botting, C. G.
	Cholmeley, R. F.
	Coles, P. B.
	Gould, T. W.
	Hillard, Rev. A. E.
	Jones, A. Melville.
	Loane, G. G.
	Mathews, L. H. S.
	Menhuish, J. E.
	*Pantin, W. E. P.
	Pendlebury, C.
<i>Sion College</i>	Milman, Rev. W. H.
<i>Southlands Coll.</i>	Smiley, Miss R.
<i>S. Norwood S. E.</i>	Waters, Miss E. A.
<i>Stationers' Sch.</i>	Chettle, H.
<i>Streatham H. S.</i>	Powell, Miss H.
<i>University Coll.</i>	Caspary, M. O. B.
	Gardner, Prof. E. A.
	Rapson, Prof. E. J.
<i>Univ. Coll. Sch.</i>	Carpenter, R. S.
	Felkin, F. W.
	Spenser, Dr. H. J.
<i>Westfield Coll.</i>	Alford, Miss M.
	McDougal, Miss E.
	Parker, Miss C. E.
	Richardson, Miss A. W.
	Skeel, Miss C.
<i>Westminster School</i>	Gow, Rev. J.
	Sargeaunt, J.
	Smedley, J. F.
<i>Wimbledon High School</i>	Gavin, Miss E.
	Lewis, Miss M. E.
<i>Wimbledon, King's Coll. Sch.</i>	Smith, Douglas.
	Wotherspoon, G.
<i>London</i>	Abrahams, Miss E. B.
	Anderson, Y.
	Armitage, F. P.
	Armstead, Miss H.
	Asquith, Rt. Hon. H. H.
	Bailey, J. C.
	Baker-Penoyre, J. ff.
	Balcarres, Lord.
	Balfour, Rt. Hon. Gerald.
	Barker, Miss E. Ross.
	Barnett, P. A.
	Beeching, Canon H.
	Behrens, N. E.
	Bell, E.
	Bell, Rev. Canon G. C.
	Bennett, Mrs. A. H.
	Benson, Godfrey R.

LONDON—*continued*

London . . . Benson, R. H.
(continued) Bewsher, J.
 Blundell, Miss A.
 Bonser, Right Hon.
 Sir J. W.
 Bradley, Prof. A. C.
 Bridge, Admiral Sir C.
 Browning, Judge W.
 Ernst.
 Bruce, Hon. W. N.
 Bruce-Forrest, E.
 Burne-Jones, Sir P.
 Burton, Miss A. L.
 Butcher, J. G.
 Butcher, S. H.
 Calthrop, Miss C. M.
 Campagnac, E. T.
 Campbell, Miss E. J.
 Chambers, E. J.
 Chapman, John.
 Charles, Miss D. M.
 Cohen, H.
 Cohen, Miss H. F.
 Collins, Rt. Hon. Sir
 R. H.
 Collins, V. H.
 Colvin, S.
 Craik, Sir H.
 Cromer, Rt. Hon. Earl
 of
 Crofts, T. R. N.
 *Crosby, Miss A. D.
 Curtis, Miss K. M.
 Curzon, Rt. Hon. Lord.
 Dale, F. A. B.
 Davidson, D. D.
 de Gruchy, W. L.
 Derriman, Miss M. K.
 Dickin, H. B.
 Dill, R. T. Colquhoun.
 Dingwall, W. F.
 Droop, J. P.
 Duckworth, Canon R.
 Esdaile, A. J. K.
 Eve, H. W.
 Farwell, Lord Justice.
 Finlay, Sir R. B.
 Forbes, H. J. S.
 Ford, H. G.
 Garnsey, E. R.
 Gaselee, Miss E. S.
 Ghey, Miss F. L.
 Gibson, G.
 Gilson, J. P.
 Goode, A. G.
 Gosse, Miss T.
 Grigg, E. W. M.

LONDON—*continued*

London . . . Gurney, Miss A.
(continued) Gurney, Miss M.
 Haigh, Mrs. P. B.
 Halsbury, Earl of.
 Harper, Miss B.
 Haydon, J. H.
 Haynes, E. S. P.
 Headlam, J. W.
 Heath, H. F.
 Hetherington, J. N.
 Heward, G. A. L.
 Hicks, Miss A. M.
 Higgs, Miss M. R.
 Hildesheimer, A.
 Hill, G. F.
 Hodd, Miss M.
 Hodgson, S. H.
 Holmes, Dr. T. Rice
 Howell, Miss L.
 Hügel, Baron F. von.
 Hutton, Miss C. A.
 Johnson, C.
 Johnson, G. W.
 Kennedy, Hon. Sir
 W. R.
 Kensington, Miss F.
 Kenyon, F. G.
 Ker, W. C. A.
 Lamb, Hon. Mr. R.
 A.
 Langridge, A.
 Lattimer, R. B.
 Leader, Miss E.
 Leaf, Walter.
 Leathes, S. M.
 Lee, F. R.
 Lee, Sidney.
 Liberty, Miss M.
 Lindsell, Miss A. C.
 Linnell, Miss B. M.
 Loane, G. G.
 Longman, C. J.
 Loreburn, Rt. Hon.
 Lord.
 Loring, W.
 Lyall, Rt. Hon. Sir A.
 Mackail, Prof. J. W.
 Macmillan, G. A.
 MacNaghten, Rt. Hon.
 Lord.
 Magnus, L.
 Marillier, H. C.
 Martin, Miss A. P.
 Mason, Miss L. G.
 Matthews, Miss M. W.
 Mavrogordato, J. N.
 Mayor R. J. G.

APPENDIX

LONDON—continued

- London . . .* McMichael, Miss E.
(continued) Meiklejohn, R. S.
 Menzies, Mr. G. K.
 and Mrs.
 Merrick, Rev. G. P.
 Miller, A. W. K.
 Millington, Miss M. V.
 Milner, Rt. Hon. Vis-
 count.
 Minturn, Miss E. T.
 Morison, L.
 Morshead, E. D. A.
 Muir-Mackenzie, Sir K.
 Mumm, A. L.
 Murray, John.
 Nicholson, Miss M.
 Oakeley, Miss H. D.
 Ogilvy, Miss A.
 Paget, R.
 Paul, Miss A. S.
 Phillimore, Sir W. E.
 Flaskitt, W. L.
 Pollard, A. T.
 Pollock, Sir F.
 Pooley, H. F.
 Poynter, A. M.
 Poynter, Sir E. J.
 Preedy, J. B. K.
 Purdie, Miss F. M.
 Rackham, Miss J. M.
 Raleigh, Sir T.
 Rendall, V.
 Richards, Miss F. G.
 Richmond, B. L.
 Richmond, O. L.
 Richmond, Sir W. B.
 Riddings, Miss C. M.
 Robertson, Miss Hilda
 Robinson, Dean.
 Rogers, Miss M. D.
 Rooke, Miss M.
 Sands, P. C.
 Scott, Rev. C. A.
 Simmons, Miss N. J.
 Spilsbury, A. J.
 Stawell, Miss F. M.
 Steele, Miss A. F.
 Stevenson, W. E.
 Stoker, Miss H.
 Storr, F.
 Stuart, Miss J. J.
 Stuttaford, C.
 Sykes, J. C. G.
 Talbot, J. E.
 Tarrant, Miss D.
 Tatton, R. G.
 Taylor, Miss E. M.

LONDON—continued

- London . . .* Taylor, Miss M.
(continued) Taylor, Miss M. B.
 Tennant, Miss L. E.
 Terry, F. J.
 Thomas, F. W.
 Thomas, H.
 Thompson, F. E.
 Thomson, Miss C. L.
 Trayes, F. E. A.
 Vaisey, H. B.
 Varley, R. S.
 Vincent, William.
 Walters, H. B.
 Warner, G. F.
 Watson, A. R.
 Watson, Miss J.
 Whitehead, Miss T. G.
 Whitestone, R. A. W.
 White-Thomson, R.
 W.
 Whyte, Miss J.
 Wild, A. C.
 Wilkinson, H. Spenser.
 Williams, Basil.
 Willis, J. A.
 Woolrych, H. R.
 Wroth, W.

MIDDLESEX—

- Ealing . . .* Lee, Rev. Richard.
 Richard, Miss K. A.
Harrow School. Du Pontet, C. A. A.
 Hallam, G. H.
 Hort, Sir A. F.
Harrow . . . Hopkins, G. B. Innes.
 Virgo, Miss E. M.
Ickenham . . . Raleigh, Miss K.
Isleworth . . . Burrell, A.
 McMurtrie, Miss B. S.
 B.
 Sonnenschein, E. J.
Northwood . . . Spalding, K. J.
Pinner . . . Adshead, F.
Ponder's End . . . Seebohm, H. E.
Tottenham . . . Beggs, Miss J. W.
Twickenham . . . Hodgson, F. C.

NORFOLK—

- Diss* Green, Rev. W. C.
Downham . . .
 Market . . . Bagge, Miss L. M.
 Great Cressingham . . .
 ham Heseltine, M.
 Holt Clarke, Rev. E. W.
 Norwich Clark, Rev. R. B.
 Jewson, Miss D.

NORTHAMPTONSHIRE—

- Brixworth* . . Hulbert, H. L. P.
Northampton . . Charlesworth, G. N.
Oundle . . Nightingale, A. D.
 Sanderson, F. W.
 Squire, S. G.

NORTHUMBERLAND—

- Beal* . . Hodgkin, T.
Newcastle-on-
Tyne . . Bell, W. S.
 Duff, Prof. J. Wight.
 Mann, Rev. H. K.
 Richards, Miss S. E. S.

NOTTINGHAMSHIRE—

- Nottingham* . . Barker, E. P.
 Blunt, Rev. A. W. F.
 Granger, Prof. F. S.
 Guilford, E. L.
 Houston, Miss E. C.
 Leman, H. M.
 Russell, J.
 Strangeways, L. R.
 Walker, Miss C. G. W.
 Wood, R. S.
- Retford* . . Gough, Rev. T.

OXFORDSHIRE—

- Banbury* . . Rudd, Rev. E. J. S.
Brackley . . Ashwin, Rev. R. F.
Caversham . . Watson, Miss G.
 Wortley.
Charlbury . . Robertson, M.
Henley-on-
Thames . . Gwilliam, Rev. G. H.

Oxford:

- All Souls* . . Greene, W. A.
Balliol College . Bailey, Cyril.
 Lindsay, A. D
 Pickard-Cambridge,
 A. W.
 Strachan - Davidson,
 J. L.
 Wood, H. McKinnon.
Brasenose Coll. Bussell, Rev. F. W.
 Haverfield, Prof. F. J.
Christ Church . Anderson, J. G. C.
 Blagden, Rev. C. M.
 Davidson, M. G.
 Murray, Prof. G. G. A.
 Owen, S. G.
 Stewart, Prof. J. A.
 Strong, The Very Rev.
 T. B.
 Warner, Rev. W.

OXFORDSHIRE—*continued*

- Oxford*—*continued*
Corpus Christi
College . . Livingston, R. W.
 Sidgwick, A.
 Whitwell, R. J.
Exeter College . *Binney, E. H.
 Farnell, L. R.
 Henderson, B. W.
 Keatinge, M. W.
 Wright, Prof. J.
Hertford Coll. *Burroughs, E. A.
 Williams, Rev. H. H.
Jesus College . *Genner, E. E.
 Hughes, Rev. W. H.
Keble College . Lock, Rev. W.
 Owen, A. S.
Lady Margaret
Hall . . Argles, Miss E. M.
 Clay, Miss A. M.
 Wordsworth, Miss E.
Lincoln College. Fowler, W. Warde.
 Gardner, Prof. P.
 Marchant, E. C.
 Merry, Rev. W. W.
Magdalen Coll. Benecke, P. V. M.
 Brightman, Rev. F. E.
*Cookson, C.
 Cowley, A.
 Fletcher, C. R. L.
 Godley, A. D.
 Greene, H. W.
 Mackworth, A. C. P.
 Warren, T. H.
 Webb, C. C. J.
 Wilson, Rev. H. A.
Merton College. Garrod, H. W.
 How, W. W.
 Joachim, H. H.
 Miles, J. C.
 Scott, G. R.
 Scott, Walter.
New College . Brown, A. C. B.
*Butler, H. E.
 Joseph, H. W. B.
 Matheson, P. E.
 Prickard, A. O.
 Spooner, Rev. W. A.
 Turner, Prof. H. H.
 Wilson, Prof. J. Cook.
 Zimmern, A. E.
Oriel College . Phelps, Rev. L. R.
 Richards, Rev. G.
 Shadwell, C. L.
Queen's College . Allen, T. W.
*Clark, A. C.
 Grenfell, B. P.
 Hunt, A. S.

OXFORDSHIRE—*continued*

<i>Oxford</i>	<i>continued</i>
<i>Queen's College</i>	Magrath, Rev. J. R.
(continued)	Walker, Rev. E. M.
<i>St. John's Coll.</i>	Ball, S.
	Corley, F. E.
	*Hall, F. W.
	Powell, J. U.
	Snow, T. C.
<i>Somerville Coll.</i>	*Lorimer, Miss H. L.
	Penrose, Miss E.
<i>Trinity College</i>	Ellis, Prof. R.
	Prichard, H. A.
<i>University Coll.</i>	Chavasse, A. S.
	Farquharson, A. S. L.
	Macan, R. W.
<i>Wadham Coll.</i>	Drewitt, J. A.
	Pope, G. H.
	Richards, H.
	Webster, E. W.
	Wells, J.
<i>Worcester Coll.</i>	Elliott, R. T.
	Gerrans, H. T.
	Lys, Rev. F. J.
<i>Oxford</i>	Cooper, Miss A. J.
	Cowell, W. H. A.
	Goodwin, Miss N. M.
	Grenfell, Mrs. A.
	Hodge, Miss D. M. V.
	Jerram, C. S.
	Lewis, Miss E.
	Moor, Miss M. F.
	Moss, Rev. Canon H. W.
	Pope, Mrs.
	Rhys, Miss M.
	Robinson, G. G.
	*Rogers, Miss A. M. A.
	Schomberg, Miss I.
	Worley, Miss M. L.

RUTLANDSHIRE—

<i>Uppingham</i>	Selwyn, Rev. E. C.
	Taylor, A. C.

SHROPSHIRE—

<i>Church Stretton</i>	Johnson, Rev. G. H.
<i>Leebotwood</i>	Branfoot, Rev. W. H.
<i>Shifnal</i>	Yate, Lt.-Col. A. C.
<i>Shrewsbury</i>	Alington, Rev. C. A.
	Pickering, T. E.
<i>Wem</i>	Gough, Miss M. M.

SOMERSETSHIRE—

<i>Bath</i>	Ealand, Mrs. J. M.
	Legard, A. G.
	Martin, A. T.
	Richards, F.

SOMERSETSHIRE—*continued*

<i>Bath</i>	Sowels, F.
(continued)	Williams, R.
<i>Bruton</i>	Norton, D. E.
<i>Exeter</i>	Sandford, Miss E. H.
<i>Milverton</i>	Mills, Miss B. T.
<i>Wells</i>	Jex-Blake, The Very Rev. T. W.
<i>Weston-super-Mare</i>	Battiscombe, E. M.
	Syson, Miss M. F.

STAFFORDSHIRE—

Barton-under-

<i>Needwood</i>	Holland, W. R.
<i>Colwich</i>	Balfour, Graham.
<i>Denstone Coll.</i>	Clark, Rev. R. M.
<i>Farley</i>	Denman, Rev. C.
<i>Handsworth</i>	Clendon, A.
	Genner, Miss G. B.
<i>Lichfield</i>	Phillips, Rev. L. A.
<i>Newcastle</i>	Bakewell, Miss D. L.
	Marshall, Miss A. M. C.
	Powell, Miss M.
<i>Stoke-on-Trent</i>	Barke, Miss E. M.
	Riley, Miss M. E.
	Smith, Miss Ingham.
<i>Stone</i>	Llewellyn, Miss G.
<i>Sutton Coldfield</i>	Richardson, G.
<i>Uttoxeter</i>	Daniel, A. T.
<i>West Bromwich</i>	Manley, Dr. J. H. H.
	Pearse, P. J.
<i>Wolverhampton</i>	Ager, R. L. S.
	Caldecott, W.
	Davies, R.

SUFFOLK—

<i>Ipswich</i>	Elliston, W. R.
	Watson, A. R.
<i>Lowestoft</i>	Phillips, Rev. W. Richmonde.
<i>Southwold</i>	Fleming, Miss A.

SURREY—

<i>Burgh Heath</i>	Langdon-Davies, B. N.
<i>Catherham</i>	
<i>mouthill</i>	Watkins, Rev. P. M.
<i>Charterhouse</i>	
<i>School</i>	Bryant, Rev. E. E.
	Kendall, G.
	Longworth, F. D.
	Page, T. E.
	Rendall, Rev. G. H.
	Romanis, Rev. W. F. J.
<i>Cheam School</i>	Tabor, A. S.
<i>Claygate</i>	Armitage, N. C.
<i>Cranleigh Sch.</i>	Allen, Rev. G. C.
	Antrobus, G. L. N.
	Tyler, C. H.

SURREY—continued

Croydon . . .	Layman, Miss A. M.
Englefield Green	Donkin, Prof. E. H.
	Taylor, Miss M. E. J.
Epsom . . .	Gardiner, E. N.
Esher . . .	Kelaart, W. H.
Farnham . . .	Milne, J. G.
Godalming . . .	Carlisle, A. D.
	Orange, Miss B.
	Tildesley, Miss E. M.
Guildford . . .	Lea, Rev. E. T.
	Rawnsley, W. F.
Haslemere . . .	Dakyns, H. G.
	Geikie, Sir A.
	Rhoades, James.
Kew . . .	Bernays, A. E.
Kingston Hill	Mayor, Rev. J. B.
Limpfield . . .	Jackson, C.
Oxted . . .	Hardcastle, H.
Reigate . . .	Rundall, G. W.
Richmond . . .	Brownjohn, A. D.
	Geden, Rev. A. S.
Sanderstead . . .	Rhodes, Miss C. M.
Streatham . . .	Compston, Rev. H. F. B.
Surbiton . . .	Dawes, Rev. J. S.
	Dawes, Miss M. C.
	Millard, V. C. H.
	Worters, Miss E. B.
	Zimmern, Miss D. M.
Sutton . . .	Virgo, Miss E. M.
Tadworth . . .	Elliman, G. D.
Warlingham . . .	Pearson, A. C.
Weybridge . . .	Dawes, Miss E. A. S.
Wimbledon . . .	Vaughan, Miss E.

SUSSEX—

Bognor . . .	Ledgard, W. H.
	Voules, M. F.
Brighton . . .	*Belcher, A. Hayes.
	Davies, Miss C. H.
	Dawson, Rev. W. R.
	Hett, W. S.
	King, F. L.
	Lunn, Miss A. C. P.
	Ryle, Miss E.
	Thomas, A. H.
	Wordworth, Miss E. C.
Buxted . . .	Hussey, Rev. A. L.
East Grinstead.	Radcliffe, W. W.
	Terry, F. J.
Eastbourne . . .	Browne, Rev. E. I.
	Johns, Miss E. L.
	McKay, H. G.
	Saunders, T. B.
	Thomson, H. R.
	Williams, C. A.
	Williams, Rev. F. S.
Forest Row . . .	Hogarth, D. G.

SUSSEX—continued

Hove . . .	Carson, H. J.
Lancing College	Thring, L. T.
Levenses . . .	Richards, Rev. J. F.
Mayfield . . .	Thompson, Sir E.
	Maunde.
Rye . . .	Waterlow, Sydney.
St. Leonards . . .	Marshall, Rev. T. G.
Steyning . . .	Lea, Rev. E. T.
	Tower, B. H.
West Horsham .	Moore, E. W.
	Upcott, Rev. A. W.
	Winbolt, S. E.
Worthing . . .	Bennett, G. B.

WARWICKSHIRE—

Birmingham . . .	Alder, Miss M. B.
	Archibald, Miss E.
	Ball, Miss M. G.
	Barrett, Miss H. M.
	Baugh, Miss E. N.
	Bayliss, A. E.
	Burrows, Ven. Arch-deacon W. O.
	Chambers, C. D.
	Chapman, Rev. Dom.
	Creswell, P. T.
	Ferard, R. H.
	Gilson, R. C.
	Gilson, Mrs. R. C.
	Gore, Rt. Rev. C.
	(Bishop of Birmingham).
	Harris, J. Rendel.
	Heath, C. H.
	Hobhouse, Rev. Canon
	Jackson, Miss S. E.
	Jones, Frank
	King, Mrs. Wilson.
	Lee-Strathy, Miss J. L.
	Lewis, Dr. O. R.
	Martino, Miss E. V.
	Measures, A. E.
	McCrae, Miss G. J.
	Muirhead, Prof. J. H.
	Nimmo, Miss.
	Norris, Rev. John.
	Parkinson, Rt. Rev.
	Monsignor.
	Pearce, P. J.
	Quelch, Miss K.
	Richardson, G.
	Sonnenschein, Prof.
	E. A.
	Stock, St. George.
	Vince, C. A.
	Vincent, H. A.
	Williams, Herbert.

WARWICKSHIRE—*continued*

- Leamington* . . Beaven, Rev. A. B.
 Brooke, W. P.
 Loveday, Miss A.
 Turner, Miss E.
Rugby . . Cole, E. L. D.
 David, Rev. A. A.
 Michell, W. G.
Solihull . . White, A. H.
Stratford - on - Avon . . Hodgson, Rev. F. A.
Warwick . . Keeling, Rev. W. T.

WESTMORLAND—

- Ambleside* . . England, E. B.
Burton . . Haslam, Rev. A. B.
Grasmere . . Roby, H. J.
Kendal . . Moor, S. A.
Kirkby - Lonsdale . . Sharp, Rev. D. S.
Lonsdale . . Leach, Miss A. K.

WILTSHIRE—

- Marlborough* . Penny, Miss D. A. A.
Marlborough
College . . Atkey, F. A. H.
 David, Rev. W. H.
 Fletcher, F.
Salisbury . . Bernard, Canon E.
Swindon . . Mackesy, Rev. T. L.

WORCESTERSHIRE—

- Alvechurch* . . Impey, R. L.
Bromsgrove . . Furness, E. H.
 Hendy, F. J. R.
 Mayall, A.
Dudley . . Burke, Miss M. E.
 Hubbuck, Miss C. J. M.
Kidderminster . Adam, Miss M. E.
Malvern . . House, H. H.
 James, Rev. S. R.
 Salmon, H. G. C.
Shipston - on - Stour . . Wyse, W.
Stourport . . Baldwin, S.
Worcester . . Chappel, Rev. Canon W. H.
 Morris, H. H.
 Wilson, Rev. J. B.
 Wilson, Rev. Canon.

YORKSHIRE—

- Beverley* . . Rossiter, Miss G. M.
Bingley . . Scott, Miss A. T.
Bradford . . Broadbent, C. H.
 Falding, Miss C. S.
 Keeling, Rev. W. H.

YORKSHIRE—*continued*

- Bradford* . . *Lewis, L. W. P.
(continued) Pickard, Miss K.
 Roberts, Miss M. E.
 Smyth, C.
Dewsbury . . Holme, A. F.
 Tunnicliffe, Miss A. C.
Doncaster . . Claxton, J. A.
 Evans, S. E.
Giggleswick . . Vaughan, W. W.
Halifax . . Edwards, W.
 Elliott, R. H.
Huddersfield . . Hughes, Miss J. G.
 Ward, C. H.
Hull . . Allwood, Miss.
 Goss, W. N.
 Saunders, J. V.
Ilkley . . Atkinson, C. W.
Leeds . . Bodington, Sir N.
 Campion, Rev. C. T.
 Clark, E. K.
 Connal, B. M.
 Gillespie, C. M.
 Grant, A. J.
 Hickey, Rev. J.
 Libbey, Rev. E. Jackson
 Lidderdale, E. W.
 Lowe, Miss L. A.
 Lupton, Miss E. G.
 Marshall, T.
 Price, A. C.
 *Roberts, Prof. W. Rhys
 Robinson, Miss H.
 Smith, Miss M. L. S.
 Ure, P. N.
 Wilson, R.
 Wynne-Edwards, Rev. J. R.
 Young, R. F.
Malton . . Pearson, Miss I.
Oswaldkirk . . Mathews, Rev. J. E.
Richmond . . Furness, J. M.
 Tayler, Rev. C. B.
 Wood, Rev. R. Gifford.
Ripon . . Barran, Sir J. N.
Robin Hood
Bay . . Farside, W.
 Dowson, F. N.
Sedbergh . . Harrison, B. C.
 Lowry, C.
 Malim, F. B.
Settle . . Pickard, Miss E. M.
Sheffield . . Arnold, A. J.
 Couzens, Miss F. M.
 Dudley, L. C.
 Eliot, Sir C.
 Ellis, Mrs.

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YORKSHIRE—continued

<i>Sheffield</i>	. . . Escott, Miss. A. E.
(continued)	Forster, E. S.
	Gibbons, W. M.
	Green, Prof. J. A.
	Johnson, Robert.
	Marsh, E. A. J.
	Musson, Miss C. J.
	Newman, Miss M. L.
	Sleeman, J. H.
	*Summers, Prof. W. C.
<i>Skipton</i>	. . . Shawyer, J. A.
<i>Wakefield</i>	. . . Abel, H. G.
	Ashforth, Mrs.
	Eden, Rt. Rev. G. R.
	(Lord Bishop of Wakefield).
	Houghton, A. V.
	McNeil, Miss.
	Peacock, M. H.
	Thompson, Carleton.
<i>Yeadon</i>	. . . Eckersley, J. C.
<i>York</i>	. . . Heathcote, W. E.
	Miles, Miss.

CHANNEL ISLANDS

<i>Guernsey</i>	. . . Jones, C. C. Lloyd.
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ISLE OF MAN

<i>Castletown</i>	. . . Wicksey, J. T. W.
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WALES

ANGLESEY—

<i>Beaumaris</i>	. . . Dodd, E. E.
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CARDIGAN—

<i>Aberystwyth</i>	. . . Anwyl, Prof. E.
	Brighouse, T. K.
	Jenkins, G. D. T.
	*Marshall, Prof. J. W.
	Roberts, Principal.
	Thomas, N. H.

CARNARVON—

<i>Bangor</i>	. . . Arnold, Prof. E. V.
	*Williams, Prof. T.
	Hudson.

Williams, W. G.

DENBIGH—

<i>Colwyn Bay</i>	. . . Osborn, T. G.
	Smith, Rev. J.
	Hunter.
<i>Denbigh</i>	. . . Newman, Miss M. L.

Wrexham

. . . Bidgood, Miss C. A.

Leckenby, A. E.

GLAMORGANSHIRE—

<i>Cardiff</i>	. . . Burrell, P. S.
	Davies, G. A. T.
	Hubback, F. W.
	Norwood, Prof. G.
	Pearson, Miss M. E.
	Robertson, Rev. W. L.
	*Slater, Prof. D.
<i>Cowbridge</i>	. . . Evans, W. F.
<i>Penarth</i>	. . . Whitefield, Miss E. G.
<i>Swansea</i>	. . . Benger, Miss L. M.
	Sowels, Miss G. R.

MONMOUTHSHIRE—

<i>Abertillery</i>	. . . Cartwright, Miss M.
<i>Monmouth</i>	. . . James, L.

PEMBROKESHIRE—

<i>Haverfordwest</i>	. . . Henson, Rev. J.
<i>Pembroke</i>	. . . Perman, Miss I. A.

IRELAND

<i>Belfast</i>	. . . *Dill, Prof. Sir S.
	Henry, Prof. R. M.
	Laurie, Geo. E.
	Willis, Miss M.
<i>Clongowes Wood</i>	Nolan, Rev. T.
<i>Dervock</i>	. . . Allen, S.
<i>Downpatrick</i>	. . . Pooler, Rev. Dr.
<i>Dublin</i>	. . . *Beare, Prof. J. I.
	(Trinity Coll.).
	*Browne, Rev. Prof. H.
	(University).
	Cruise, Sir F. R.
	Delany, Rev. W.
	Finlay, Rev. T. A.
	Keen, Miss E. A.
	Mahaffy, Rev. Prof.
	Plunkett, Count.
	Purser, Prof. L. C.
	Thompson, John.
<i>Dundalk</i>	. . . Bowen, E. G.
<i>Dundrum</i>	. . . Ferrall, C. N.
<i>Enniskillen</i>	. . . Allen, J. E. R.
<i>Galway</i>	. . . *Exon, Prof. C.
	McElderry, Prof. R. K.
	Pye, Prof. J.
<i>Tullamore</i>	. . . Keene, Rev. J.

SCOTLAND

<i>Aberdeen</i>	. . . Harrower, Prof. J.
<i>Ballater</i>	. . . Taylor, Rev. A. F.
<i>Blairgowrie</i>	. . . Ramsay, Prof. G. G.

Strong, H. A.

SCOTLAND—*continued*

<i>Edinburgh</i>	.	Dunn, G.
		Green, G. Buckland.
		Hardie, Prof. W. R.
		Heard, Rev. W. A.
<i>Glasgow</i>	.	Davies, Prof. G. A.
<i>Glenalmond</i>	.	Hyslop, Rev. A. R. F.
<i>St. Andrew's</i>	.	Abernethy, Miss A. S.
		Burnett, Prof. Dr. John.
		Grant, Miss J. M.
		McCutcheon, Miss K. H.
		Pearson, Miss E. R.
<i>Tarradale</i>	.	Yule, Miss A. F.

EUROPE

AUSTRIA—

<i>Innsbruck</i>	.	Grafton, Rev. F. W.
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BELGIUM—

<i>Brussels</i>	.	Taylor, Miss A. M.
<i>Louvain</i>	.	Carnoy, Prof. A. J.

GERMANY—

<i>Halle-an-der-</i>		
<i>Salle</i>	.	Robert, Prof. Dr. C.

ITALY—

<i>Alassio</i>	.	Campbell, Mrs. L.
		Harper, Miss E. B.
<i>Florence</i>	.	Benn, A. W.
		Steele, J. P.
<i>Rome</i>	.	Ashby, T.

MEDITERRANEAN—

<i>Cyprus</i>	.	Cobham, C. D.
		Jasonidy, O. J.

RUSSIA—

<i>St. Petersburg</i>	.	Tchirkine, S.
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SWITZERLAND—

<i>Davos Platz</i>	.	Huggard, W. R.
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AMERICA

CANADA—

<i>Halifax</i>	.	Murray, Prof. Howard
<i>Kingston</i>	.	Anderson, Prof. W. B.
		Cappon, Prof. J.
<i>Montreal</i>	.	Peterson, Principal W.
<i>Toronto</i>	.	*Auden, Prof. H. W.
		Robertson, Prof. J. C.
		Smith, Prof. G. O.

U.S.A. CONNECTICUT—

<i>Newhaven</i>	.	Goodell, Prof. T. D.
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AMERICA—*continued*

U.S.A. ILLINOIS—

<i>Chicago</i>	.	Hale, Prof. W. G.
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U.S.A. MASSACHUSETTS—

<i>Nentonville</i>	.	Wallace, Miss I. M.
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U.S.A. MICHIGAN—

<i>Ann Arbor</i>	.	Kelsey, Prof. F. W.
		Wenley, Prof. R. M.

U.S.A. MINNESOTA—

<i>St. Paul</i>	.	O'Brien, Rev. P.
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U.S.A. MISSOURI—

<i>Warrensburg</i>	.	Yeater, Miss L. J.
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U.S.A. NEW HAMPSHIRE—

<i>Exeter</i>	.	Kirtland, Prof. J. C.
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U.S.A. NEW YORK—

<i>Ithaca</i>	.	Elmer, Prof. H. C.
<i>New York</i>	.	*Hirst, Miss G. M.
		Hodges, A. L.
		Knapp, Prof. C.
		Lawson, L. M.
		MacVay, Miss A. P.
<i>Poughkeepsie</i>	.	*Leach, Prof. Abby.
		Macurdy, Miss G. H.
<i>Schenectady</i>	.	Ashmore, Prof. S. G.

U.S.A. VIRGINIA—

<i>Charlottesville</i>	.	Fitzhugh, Prof. T.
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ASIA

INDIA—

<i>Bombay</i>	.	Ailinger, Rev. Father.
		Batchelor, Hon. Mr. Justice.
		Beaman, Hon. Mr. Justice.
		Bolus, E. J.
		Boyd, C. C.
		Bright, G. E.
		Colville, Prof. K. N.
		Cordue, Lieut-Colonel W. G. R.
		Djelal Bey.
		Faulkner, E.
		French, G. D.
		Haigh, P. B.
		Haigh, Mrs. P. B.
		Haig-Brown, W. A.
		Hotson, J. E. B.
		Jenkins, Hon. Mr. Johnston, D.
		Jukes, J. E. C.

ASIA—continued*India—continued*

- Bombay . . . Knight, Hon. Mr.
 (continued) Justice.
- Monteath, G.
 Monteath, J.
 Muir-Mackenzie, Hon.
 Sir J. W. P.
 Palmer, Rt. Rev. E. J.
 Pavri, N. P.
 Quin, Hon. Mr. H. O.
 Rickards, F. T.
 Sheppard, S. T.
 Stephanos, A. D.
 Sullivan, Capt. G. A.
 Swann, Major-General
 J. C.
 Tarachand, R. K.
 Vallis, J. A.
 Vernon, C. V.
 Whitty, R. F. L.
 Willis, R. A.
 Wren, P.
Burma . . . *Lee, F. R.
Calcutta . . . Macnaghten, H. P.
 W.
Dharwar . . . Graham, L.
Karachi . . . Crerar, J.
Khandwa . . . Roughton, N.
Poona . . . Pratt, Hon. Mr. F. G.
Rangoon . . . Wedderspoon, W. G.
Tirhoot . . . Watson, Mrs. F.

AUSTRALASIA**NEW ZEALAND—**

- Christchurch* . . . Bowen, C. C.
Dunedin . . . Adams, T. D.
 Morrell, W. J.
 Sale, Prof. G. S.

AUSTRALASIA—continued*New Zealand—continued*

- Hawkes Bay* . . . McLean, Miss M.
Wellington . . . Brown, Prof. J. R.

NEW SOUTH WALES—

- Broken Hill* . . . Gilling, Miss M. E. C.
Sydney . . . Garnsey, E. R.

QUEENSLAND—

- Brisbane* . . . Bousfield, F. S. N.

S. AUSTRALIA—

- Adelaide* . . . Bensley, Prof. E. von B.
 Hollidge, D. H.
 Naylor, Prof. H. H.

TASMANIA—

- Hobart* . . . Williams, Prof. W. H.

VICTORIA—

- South Yarra* . . . Williams, Miss S. J.

W. AUSTRALIA—

- Perth* . . . Hutchinson, C. S.

NORTH AFRICA**Egypt—**

- Cairo* . . . Furness, J. M.

SOUTH AFRICA**CAPE COLONY—**

- Cape Town* . . . Lewis, J. G. R.
Port Elizabeth Stevenson, Miss E.

WEST INDIES

- Barbadoes* . . . Dalton, Rev. H. A.
Jamaica . . . Barrows, Miss M. M.

THE CLASSICAL ASSOCIATION

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Secretaries :

MISS M. S. LILLEY, B.A., Manchester High School.
J. MACINNES, Esq., M.A., The University.

Secretary of the Excavation Committee :

J. H. HOPKINSON, Esq., M.A.

The year's work began with the Annual Meeting, held on January 29th, at the University. Dr. F. G. Kenyon lectured on "Greek Papyri and the History of Greek Literature," and the Officers and Committee were elected.

On March 1st the Branch held the second of its combined meetings with the Manchester Dante Society. Professor Conway lectured on "Per una selva oscura," giving an outline of the growth of the conception of the after-world from Homer to Dante.

On June 26th an expedition was made to Shrewsbury and Wroxeter. The party first visited the Shrewsbury Museum, where most of the Roman finds from Viroconium are collected. Professor Boyd Dawkins, who had kindly undertaken the guidance of the visit, gave a brief summary of what is known of Viroconium, and of the questions connected with it, referring specially to the relics in the Museum. Thence the party were driven to the site itself, Professor Boyd Dawkins again kindly acting as guide.

The new session opened on October 22nd, 1909, with a lecture by Professor J. W. Mackail on "The Aeneid." This was thrown open to the public, and was largely attended. A social meeting for members followed.

On December 3rd, Professor R. C. Bosanquet lectured on "Recent Excavations of Roman Sites in Wales." A social meeting again followed.

The Branch has now published its second Annual Report, *The Roman Fort at Manchester*, edited by F. A. Bruton, M.A. (Manchester : University Press, pp. i.-xvi. ; 1-194 ; 1-160), with a supplementary volume entitled, *Excavations at Toot Hill and Melandra* (pp. 1-52). In the first volume the excavation in Duke Place in 1907, with all that is known of the plan of the Roman fort, is described and illustrated by the Editor; the Roman inscriptions of Manchester by Mr. H. Williams; the Mithraic monuments by Canon Hicks; the Roman pottery is very fully described and illustrated by Mr. J. J. Phelps, with an introduction by Mr. J. H. Hopkinson; the ancient form of the name of the fort ("Mancunium," or, less improbably, "Mammium") is discussed by Professor Tait; finally, Professor Conway, Mr. J. MacInnes, and Mr. G. E. Brooke present a complete catalogue of the Roman coins, over two thousand in number, hitherto discovered in Manchester. The Toot Hill excavation disclosed no Roman remains whatever.

The Branch has also continued to pursue a scheme set on foot in the autumn of 1908, intended to further the interests of Classical Study in the schools of the district. Circulars were sent to a number of schools in the neighbourhood, suggesting that the regular course of class-work might be made more interesting by an occasional interchange of lectures and papers on special subjects, especially when given by a visitor, with an opportunity for questions or brief discussion. A number of such lectures had already been promised by classical teachers in the University and different schools of the district, and the co-operation of all such teachers was invited. Response was made, and nearly twenty such lectures have been given since the scheme was begun.

During 1909 the Branch numbered 90 regular members and 93 associate members.

BIRMINGHAM AND MIDLANDS BRANCH

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Hon. Secretary :

R. W. REYNOLDS, Esq., M.A., King Edward's School, New Street.

Hon. Secretary of the Reading Circle :

MISS H. M. BARRETT, M.A., 100, City Road, Edgbaston.

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The Branch has held five General Meetings in the course of the year, at which the following lectures have been delivered : "The Excavations of the Roman City of Caerwent," by Mr. A. T. Martin, F.S.A.; "Democracy and Art," by Mr. Lowes Dickinson; "The Roman Satirists," by Mr. C. A. Vince; "Iphigenia

in Tauris," a reading of his new translation, by Professor Gilbert Murray; "The Hero Cult in Prehistoric and Early Greece," by Dr. L. R. Farnell.

The Reading Circle has been meeting fortnightly during the winter months at the beginning and end of the year. It has finished *Minucius Felix*, and is now engaged on Tertullian's *Apologeticus*. An address on "Tertullian" has been delivered to it by the Bishop of Birmingham.

LIVERPOOL AND DISTRICT BRANCH

President :

EMERITUS PROFESSOR H. A. STRONG.

Vice-Presidents :

THE RIGHT REV. THE LORD BISHOP OF LIVERPOOL; THE VICE-CHANCELLOR OF LIVERPOOL UNIVERSITY; MISS BAINES; PROFESSOR R. C. BOSANQUET; THE REV. JOSEPH BROWNE, S.J.; PROFESSOR S. H. BUTCHER; PROFESSOR E. T. CAMPAGNAC; R. CATON, ESQ. M.D.; THE REV. A. CONNELL; H. CRADOCK-WATSON, ESQ.; ROBERT GLADSTONE, ESQ.; F. GRIFFIN, ESQ.; PROFESSOR P. HEBBLETHWAITE; THE REV. CANON KEMPTHORNE; THE REV. J. B. LANCELOT; J. G. LEGGE, ESQ.; PROFESSOR J. MACCUNN; PROFESSOR J. M. MACKAY; PROFESSOR J. L. MYRES; ALEXANDER PALLIS, ESQ.; PROFESSOR J. P. POSTGATE; H. E. VIPAN, ESQ.; H. V. WEISSE, ESQ.

Hon. Treasurer :

A. V. PATON, ESQ.

Hon. Secretaries :

KENNETH FORBES, ESQ.; HUGH STEWART, ESQ.

The numbers of the Branch have maintained a fairly satisfactory level. There are 32 full members of the Association,

besides 52 associate members who are accorded local privileges only.

The following meetings of the Society have been organised during the year, at which lectures have been delivered :

October 13th.—“Early Civilisation in Northern Greece,” by Mr. A. J. B. Wace, M.A.

October 19th.—“Excavations at Sparta,” by Mr. R. M. Dawkins, M.A.

November 7th.—“Exhibit of Early Classical Texts and MSS., by Mr. John Sampson, Litt.D.

December 1st.—“Was Greek Civilisation based on Slave Labour ?” by Mr. A. E. Zimmern, M.A.

January 25th.—“Malaria in Greek History,” by Mr. W. H. S. Jones, M.A. This meeting was held in conjunction with the Liverpool School of Tropical Medicine, and an address was given by Professor Ronald Ross, with lantern illustrations.

February 8th.—The Annual Meeting of the Branch. “The Teaching of Latin in the Light of Modern Requirements,” by Professor H. A. Strong.

March 8th.—“Greek Classical Costume” (with lantern illustrations), by Professor G. Baldwin Brown.

May 25th.—“The Teaching of Latin to Beginners,” by Mr. W. H. D. Rouse, Litt.D., followed by animated discussion.

June 26th.—A visit was paid to the excavations at Holt, near Wrexham, by kind permission of Mr. Arthur Acton, to whose hospitality the members of this Branch are deeply indebted.

We cannot refrain from special mention of our gratification in welcoming Professor J. P. Postgate as a member and a Vice-President of our Branch.

At the end of the Summer Term we lost the services of one of our secretaries, Mr. A. Y. Campbell, who left Liverpool to take up his work at Reading. We have been fortunate in securing as his successor Mr. Hugh Stewart, of Trinity College, Cambridge, Lecturer in Classics at the University of Liverpool.

It only remains to say that the Branch is looking forward to the pleasure of a visit from the Central Association on the occasion of the General Meeting in 1911.

NOTTINGHAM AND DISTRICT BRANCH

At the beginning of 1909 several friends of Classical Studies decided to take steps towards the formation of a Society which should meet occasionally for the discussion of Classical Subjects. The inaugural meeting was held on February 19th. The following officers were elected : *President*, Bishop Hamilton Baynes ; *Vice-President*, Principal Symes ; *Treasurer*, Professor Granger ; *Secretary*, Miss C. G. W. Walker, M.A. The *Committee* consisted of the officers together with Miss Houston, Mr. E. P. Barker, and Mr. L. R. Strangeways. At the same meeting it was further resolved to take steps to become affiliated with the Central Association. Mr. L. R. Strangeways then proceeded to open a discussion upon "The Present State of the Homeric Question."

The second meeting of the Society was held on May 21st. It was reported that the rules of the Society had been approved by the Council of the Classical Association. Miss E. Symes, B.A., of University College, read a paper on "The Education of Women under the Roman Empire," This was the subject of Miss Symes's thesis, which was shortly afterwards approved for the degree of M.A. London.

The third meeting was held on November 19th. Professor R. S. Conway gave a lecture upon "Horace as Poet Laureate." The public were invited to be present at the lecture, and there was a good attendance.

Steps are being taken to extend the work of the Branch, which numbers over fifty members.

FORMATION OF A BRANCH IN BOMBAY

On January 20th, 1910, a meeting was held at the Town Hall, Bombay, to form a Branch of the Classical Association. The Hon. Mr. Justice Batchelor, who presided, in the course of his opening speech, said : "For some years back the Association

has been represented in India by a few scattered members, but they have had no opportunity of meeting together. About twelve months ago our Organising Secretary, Mrs. Haigh, who was an original member of the Association, began to think that the cause of Classical Studies in India might be advanced if the few professed scholars in the country, and the larger number who in their youth had attained to some measure of scholarship, were given a centre where they could meet. The idea was communicated to the authorities at home, who at first suggested the foundation of an Affederated Society similar to those in Australia. The practical difficulties arising from the conditions of life in India were pointed out, and finally, when Mrs. Haigh visited England last year, she was able, after an interview with Dr. Butcher and some correspondence with Professor Sonnenschein, to get all difficulties cleared away. As a result we have now the Central Association's full approval of the formation of this Branch, the only Branch outside the confines of England and Wales.”¹ In concluding his speech, the Chairman referred to the great loss which the Branch had sustained in the tragic death of Mr. A. M. T. Jackson, who had taken the most lively interest in the scheme.

A letter was read from the Private Secretary to his Excellency the Governor : “ His Excellency wishes me to say that he will gladly be patron of the Bombay Branch of the Classical Association. His Excellency hopes it may be the means of inspiring some original work by scholars in India.”

The Branch was then formally constituted, and the following were elected officers :

Patron : H.E. Sir George Clarke, Governor of Bombay.

President : The Hon. Mr. Justice Batchelor, Judge of the High Court.

Vice-Presidents : The Bishop of Bombay; The Hon. J. L. Jenkins, Member of the Executive Council of the Governor of Bombay; The Hon. Mr. Justice Beaman, Judge of the High Court; The Hon. Mr. Lamb, Chief Secretary to the Governor of Bombay, and Member of the Legislative Council.

¹ From the *Bombay Gazette*, January 21st, 1910.

Committee : The Hon. Mr. Justice Knight, Judge of the High Court ; Mr. G. Monteath ; Mr. S. T. Sheppard ; Mr. R. F. L. Whitty ; Mr. P. B. Haigh.

Secretary : Mrs. P. B. Haigh.

Treasurer : Mr. J. E. B. Hotson.

The Branch numbers over forty members.

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Classical Association
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